

The PTA *Magazine*

JUNE 1961

NATIONAL PARENT-TEACHER

A Dollar's Worth of a Dollar

and Needs Have Tame
of Lives

Happening in Education



OBJECTS *of the National Congress*



Membership of the
National Congress
of Parents and Teachers
as of April 15, 1961
is 12,074,289.

of Parents and Teachers

To promote the welfare of children and youth in home, school, church, and community.

To raise the standards of home life.

To secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.

To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

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Idaho	46,529
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Indiana	261,295

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The Image of America

THE PRESIDENT'S MESSAGE



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IT IS IN AMERICAN HOMES that little Americans become big Americans who go forth to create the image of America. Little Americans become big Americans by imitating the conduct and absorbing the values of the big Americans they know best and love—their parents. What children love they strive to become. This is not to undervalue the responsibility of the school in developing citizens. Our schools bear a tremendous responsibility for citizenship education, but it is a responsibility shared by our homes. "The family," says the President's Commission on National Goals, "is at the heart of society. The educational process begins and is served most deeply in the home."

The home gives children their most deeply motivating image of America. Everything that our country

is committed to—justice, generosity, human dignity, freedom, love of God, respect for law, personal responsibility for one's conduct, shared responsibility for the well-being of others—these virtues must be implanted and fostered in the home. To be absorbed into the child's character and conscience they should be experienced from the earliest years through adolescence—or they may not be absorbed at all. To take deep root in our children's lives the beliefs and convictions embodied in our Declaration of Independence, Bill of Rights, and Constitution must permeate day-to-day family living.

Let there be no mistake about it. It is in the home that the future citizen is shaped into the ugly American or the beautiful American. It is in the home that

Begins in the Home

little Americans receive an indelible image of America—of what Americans care about and of what they strive for. What image of America do parents create for their children by their own attitudes and conduct?

In our tradition, the tradition of a free, democratic society, every individual is a being of worth and value. Every person is important in his own right. He is important not because of his social position, wealth, creed, color, special talents, or national or ethnic origin. He is important simply because he is a human being—a member of the human family, endowed by his Creator with unalienable rights.

Perhaps the home has no task so important as giving concrete meaning to the idea of human dignity. How do we enact for our children our country's belief in the worth of the individual—the wonderfully various individuals who make up the family of man? As we treat people, so will our children. If we are contemptuous, suspicious, or disdainful of those who differ from us we take from the image of America its very essence—belief in the dignity of the individual. It is in the home that little Americans learn whether the moral and spiritual ideal of brotherhood is a lying myth or a living reality.

WHAT WE LOVE we would make perfect. Our young Americans must know that what is imperfect in America we must try to make perfect. The image of America that we present to young people must be based on truth. Certainly we need to communicate to young Americans our pride in our country's high and difficult goals and in its great achievements. But we must communicate also our concern for its mistakes and errors. Carl Schurz gave us sound guidance when he said, "Our country, right or wrong! When right to be kept right; when wrong to be put right." The ideal image of America is something to hold in our hearts and to strive for.

The image of America begins in the home and spreads throughout the world. In the years ahead more and more young men and women will be called upon to live and to work abroad. The American im-

print they will bear is even now being stamped upon them in their homes. They will be witnesses to the effectiveness of democracy's road. "The effectiveness of democracy," says the chairman of the Commission on National Goals, "rests not only upon knowledge and judgment but upon character. Only the morally mature individual will be determined to do away with slums and corruption, and help lift the load from the poverty-stricken at home and abroad. Only through moral sensitiveness can there be escape from the smugness that wealth and comfort breed."


Squarely upon the home rests the burden of building character and moral sensitivity in young Americans. "The family," let me repeat, "the family is at the heart of society. The educational enterprise begins and is served most deeply in the home."

THIS IS NO NEW DISCOVERY for the P.T.A. It is the bedrock knowledge upon which our organization is founded. Through the P.T.A. like-minded parents work together to resist whatever pressures in American life threaten to weaken the home and lower family standards of conduct. Never should we undervalue the moral power of the P.T.A. Other people recognize it. Millicent McIntosh, president of Barnard College, for instance, wrote recently, "I have often thought that if America is to be saved, it will be in the P.T.A.'s of the country; it is only there that parents seem to gain the strength to unite in establishing standards."

I have drawn this message from my address at the 1961 national convention in Kansas City. Since it is my last "President's Message," I would remind you, in the words of former President Eisenhower, that "whatever America hopes to bring to pass in the world must first come to pass in the heart of America." And as every P.T.A. member knows, the heart of America is the home.

Harold R. Barker

President, National Congress of Parents and Teachers



PERSIA CAMPBELL

Getting a Dollar's Worth for a Dollar

HAVE YOU EVER CONSIDERED THE QUESTION, "How much is a dollar?" A smart answer is, "A dollar is a dollar." Only it isn't true. The value of a dollar depends on what we as consumers can get for it when we exchange it for goods and services. And not just any goods and services but those that give maximum satisfaction when we take into account the money, time, energy—and temper—spent in obtaining them. *Maximum satisfaction* is the key phrase; it refers, of course, to our wants. Spending should bring full satisfaction of our wants within the limits of our buying power and market conditions.

How do we go about getting maximum satisfaction for our dollar? First of all, we must make sure of our wants, so that we can make the best choices of what to spend our money for. In the complexity of modern society, pressures to buy this or that are brought to bear on us from all sides—pressures from our children, from the example of friends and neighbors, from displays of goods, and from the all-pervasive and persuasive advertising in newspapers and magazines, on TV, radio, billboards, and buses. Before we respond to pressures to spend, do we take time enough to evaluate our wants?

Why did we buy the new drapes or TV set or rug? On second thought, would the family have been more satisfied, in the long or short run, if the money had been spent for a family vacation? Would it have been better to save in advance for a freezer instead of incurring the extra expense of buying "on time"? Should we have spent less on teen-age Mary and more on ten-year-old John or on Dad?

Priorities in preferences

Assuming that we can't buy everything we want at any one time, we must set up a scale of want-preferences. In some fashion, we do this all the time, because the money does get spent, and it is spent for this rather than that—for beads rather than a hat, or for summer camp for Bob instead of a fishing trip for Dad. We also buy only so much of this in order to get so much of something else. Mother, for example, may spend only so much on beauty parlor services in order to have so much for baby sitters. Most of us, too, have wants and aspirations beyond our present reach. We may decide to save for these wants, or we may let them stay in the dream stage, haunting us. Constantly we choose among alternatives.

Are our choices haphazard and impulsive or care-

The money goes. That's certain. But does it bring top value? If you want the answer, prepare your family for a bit of paperwork and a stiff self-examination.

ful and conscious? What criteria do we use in making choices? On reflection, does our scale of preferences really give us maximum satisfaction? If not, we have shrunk the value of the dollar that someone worked hard to earn.

An awareness of the actual pattern of family expenditure is a good start toward sound choice-making—toward the development of a philosophy of choice. It's worth taking time, preferably as a family group, to find out where the money goes. First, jot down the approximate amount spent over a period of time on the broad categories of expenditure—food, clothing, shelter, transportation, and so on, until the total is accounted for. Include particular expenditures for major and recurring items, but don't worry over small matters like the twenty-seven cents no one can account for.

Then take a good look at the pattern revealed. It may be full of surprises. There may be a series of unexpected individual expenditures, because some family members are earning money that doesn't go into the common pool. The family may be spending far more—or far less—than it thought in some categories.

The next step is to decide whether the pattern actually reflects your considered wants in the most satisfying order of preference. If the family isn't getting maximum satisfaction within the limits of its buying power and market conditions, it's time to consider a change in spending habits.

The way money is spent determines in large part the soundness of the material underpinning of family life. According to many social agencies, a major source of weakness, if not of collapse, in the foundation stones of family life is the pattern of spending. Let the children participate in the examination of values; they are entitled to this enlightening experience. Moreover, it may reveal whether "teen-age tyranny" over the family purse exists in your home, as Grace and Fred M. Hechinger charge it does in many families. Spending by and for teen-agers, they point out, is estimated at 10 billion dollars a year.

Comparisons can help

It's helpful also for a family now and again to compare its spending behavior with the experience of other families, although there is no reason to conform to the group pattern unless it seems better. In a broad fashion, comparison can be made with the results of government surveys, which are taken periodically. For example, a recent U.S. Labor Department booklet, *How American Buying Habits Change*, shows that in 1950 among urban families with incomes of \$6,000 to \$7,500 the total expenditure dollar was divided up as follows:

Item	Percentage of \$1.00
Food	27.2
Automobile transportation	13.9
Other transportation	1.7
Clothing	12.8
Housing	10.2
Furnishings and equipment	7.2
Recreation	5.2
Medical care	5.0
Household operation	4.6
Fuel, light, and refrigeration	3.5
Personal care	2.1
Alcoholic beverages	1.8
Tobacco	1.6
Miscellaneous items	1.5
Reading9
Education8

These percentages, of course, differ for different income groups and even for the same groups at different times—for example, in crises like war and depression.

This past April the Bureau of Labor Statistics undertook its periodic survey of spending patterns. Large numbers of families in sixty-six urban areas, perhaps including some readers of this article, were interviewed. Some families were asked to give detailed data on their expenditures for the past year, others for only a single week. The survey results will have many uses, but you can use them as a basis for comparing the market behavior of your family with that of other families of about the same income level. Does your rent percentage differ widely from the average? If so, it might be worth looking into. On the other hand, it may reflect a deliberate decision on your part. You may even be interested in such details in the survey as how much the average family spends on hats, caps, and helmets for boys or on undergarments for girls.

Of course, the average family is not your particular family. The important question for you is whether your dollar is being stretched to its maximum worth to meet your family's wants—wants considered and consciously evaluated in the light of your particular circumstances and your philosophy of a good life.

These understandings are basic. There's really no point to developing skill in selecting among different brands and types of an item if you really don't want the product at all. Before you decide on which house to buy, consider whether, in your circumstances, you really want to own a house. In the complicated world into which we are moving, there will be an increasing variety and range of goods and services, even beyond present imagining. The want-evaluating process, therefore, is going to become even more difficult and important. Already there are rumbles of an underground rebellion and a movement to return to the simple life, whatever that is.

Not once, but often

An arithmetical picture of the family expenditure pattern does more than reveal where the dollar goes. It also gives us a better sense of the balance of its parts. Assuming that prices and disposable income (that is, income after taxes are deducted) stay the same, we cannot spend more, let us say, on medical care without cutting down on something else, though possibly by cutting down on food we might need less for medical care!

At any rate, in the expenditure pattern there is a balance to which we become accustomed, and if we shift one item we have to keep in mind the effect on others. Shifts, of course, are always in process. This is partly because the family changes during its life cycle. There's the first baby and then others. The children grow up, go to college, and then leave home. Moreover, income and prices change. In addition, this research age constantly confronts us with new products and services. So it's not enough to take one isolated look at the family expenditure pattern for evaluation purposes. The pattern is an instrument of good living and has to be kept up to date.

The worth of a dollar, however, is not only relative to the satisfaction of wants. The dollar can be stretched or diminished by the degree of skill we have in the actual selection of want-satisfying goods and services. In other words, there is a problem of skills as well as of values. American consumers now spend about 350 billion dollars a year on goods and services. Yet speaking generally, we have very little training for competence to make the "best buy," which is a combination of appropriate quantity and suitable quality at a fair price under suitable conditions of sale, with a knowledge of available alternatives. We have electronic calculators for big problems, but where are the pocketbook computers?

It is estimated that the family expenditure pattern

represents a loss of 10 to 25 per cent in the dollar's value, because consumers lack buying skill, knowledge of alternatives, or information about improper or even illegal terms of sale. The fact that member-subscribers to *Consumers Union Reports* (a non-profit consumer advisory service) now number almost a million indicates that consumers have a growing concern with the problem of getting a full dollar's worth through skillful selection. And this problem is going to get worse. P.T.A. members may want to study and discuss the availability of consumer education programs for both adults and high school students. An examination of patterns of expenditure can lead to far-ranging ideas and programs.

Balancing public and private spending

Let's carry our examination just one step further. So far we've been considering the spending, or disposable, dollar—what we have left after taxes to use for purchases and savings. The earned dollar, in contrast to the disposable one, covers taxes, savings, and expenditures. In his popular book, *The Affluent Society*, the economist John Kenneth Galbraith, now United States Ambassador to India, raises a provocative question. Might we not get more satisfaction, more value from our earned dollar, he asks, if we spent more of it in taxes for public services and less on private purchases? Of course, as income increases, we might still have the same amount of dollars to spend in the market while giving a higher percentage of the earned dollar for group services in the community of which we are a part.

Mr. Galbraith emphasizes that many of the goods and services we buy can be used to best advantage only if government expenditures provide adequate public services and facilities—good roads for cars, safety controls for air traffic, parks to offset urban congestion, better libraries, better schools, and so on. The British economist Barbara Ward puts it this way: "Bright new cars in sordid streets, ranch-type or split-level homes beside garbage-filled gutters, the family picnic basket in chromium beside the polluted stream—these are symbols of a national pattern of expenditure in desperate need of redress."

We must look, then, not only at the family pattern of expenditure but also at the total distribution of the earned dollar. Does the whole pattern give us maximum satisfaction not only for our particular family but also for the community of which we are a part? What sort of living do we really want? If we are to get maximum value for our earned dollar, we must answer this question and make considered, responsible choices about our public and private spending.

Persia Campbell is chairman of the department of economics, Queens College, City University of New York. At the United Nations she serves as representative for the National Council on Consumer Education.

Your Child Needn't Have Those Hospital Blues

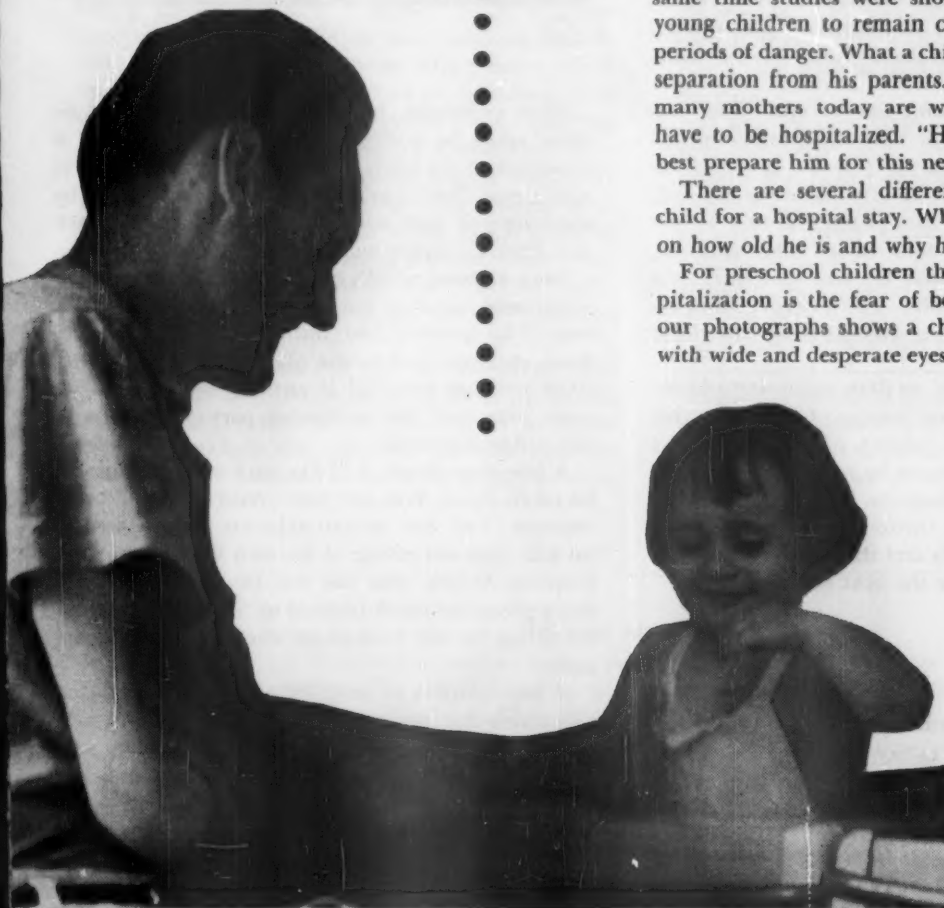
CHILDHOOD DISEASES are much less of a threat since we have discovered how to immunize children against the most dreaded ones. Antibiotics, too, shorten many illnesses and make them less damaging.

Does that mean that nowadays children rarely have to go to the hospital? Unfortunately, no. In modern medicine, as in many other areas of our lives, intricate machinery has taken over much of the work formerly done by human hands. Therefore many diagnostic studies and treatment procedures are now done in a hospital rather than in the child's home. In spite of fewer and milder childhood diseases, hospitalization may still be a part of any child's experience. Hence Mother's care, with its intuitive warmth in time of stress, is sometimes supplanted by the more professional attentions of hospital doctors and nurses.

The trend toward taking sick children to the hospital for professional care got under way during World War II. It so happened that at about the same time studies were showing the great need of young children to remain close to their parents in periods of danger. What a child feared most of all was separation from his parents. No wonder, then, that many mothers today are worried if their children have to be hospitalized. "How," they ask, "can we best prepare him for this new experience?"

There are several different ways of preparing a child for a hospital stay. Which one we use depends on how old he is and why he has to be hospitalized.

For preschool children the greatest threat in hospitalization is the fear of being abandoned. One of our photographs shows a child reacting to this fear with wide and desperate eyes. But this can be avoided



© Patricia A. Conghey, M.D.

if the mother knows beforehand what she and her child will find at the hospital. Then she can discuss the experience with him in detail. The mother should know, among other things, when she can come to visit, whether she may feed the child, whether she may stay until he is asleep.

In some hospitals in the eastern United States and also in England a mother of a very young child may share his hospital room. This plan is based on the same thinking as is the rooming-in plan for mothers and newborn babies. It will not work for all families but may be of real value for some. In certain countries—India and Japan, for example—mothers routinely move into the hospital with their children, caring for them and cooking their meals. It is an odd fact that while these countries recognize shortcomings in their hospital system and try to change it in the direction of ours, we are hoping to move away from too much professional efficiency and bring mothers closer to their sick children.

Prescription for preparation

One step in getting a young child ready for the hospital is to show him the building itself. He and his parents can walk or drive by there ahead of time, and they can tell him that he will be going there—and why. If he is to have his tonsils out, they can tell him that afterward he probably won't have so many bad colds.

Many parents just don't like to talk about this sort of thing because they have disagreeable memories of their own hospital stays. But it is important to explain to a child why he is going to the hospital. In addition, it is a good idea to tell him that he will be in a room with two, four, or ten other children, whatever the situation may be, and that there is a playroom where he can play. The parents should explain, too, how his eating and sleeping will differ from the home routine.

It's a mistake, however, to draw a glowing picture of how pleasant things are going to be, stressing, for example, the ice cream Johnny will have after his tonsils are out. There has to be some hardship even under the best of circumstances, so it's well to admit honestly that Johnny's throat will hurt when he wakes up from anesthesia and that he won't want to talk much, either, before the next morning.

We're all a little afraid of the unfamiliar—and to children that includes almost everything except the safe environs of home. So familiarize your child with hospital procedures before he goes there to get well again.



© Patricia A. Caughey, M.D.

Most important, be sure to tell him you will be there when he wakes up. It is only natural for a youngster to cry when his mother goes off and leaves him alone. You don't have to avoid his tears by sneaking out. Just tell him when you will be back and when his daddy will come to see him.

Since a young child's greatest fear is that of being abandoned, say that you will know how to find him even if he is out of bed and busy in the playroom. Some children stick to the place where Mother left them and are petrified if anyone suggests moving away from their bed to another part of this strange and unfamiliar world.

A few days ahead of H-day pack up the things to be taken along. You and your youngster can do this together. Tell him he can take his favorite toy, so he will have something of his own with him in the hospital. At this time too you can give him something pleasant to look forward to. Start making plans for things he will want to do when he is back home again.

If your child is to have an operation, the doctor will direct the preparation for surgery. He will talk to the child in your presence, and he will often suggest that you play "hospital-and-operation" at home ahead of time. Children overcome fears best when they can dramatize them in play. Again, play often shows us what a child is really afraid of. He may consider pain and hospitalization a punishment for

little sins—sins either known or unknown to his parents. You can relieve such fears greatly once you know about them.

But don't postpone this preparation until the last minute. Children can't take in a lot of information at once. Furthermore it takes time for parents to learn about a child's unwarranted fears so he can be reassured. On the other hand, don't drag out the preparation unnecessarily. A week or ten days gives you enough time.

Your public library has a number of books and pamphlets designed to tell children about hospitals. Choose the one that fits your situation best. *A Visit to the Hospital* by F. Chase and *Johnny Goes to the Hospital* by J. Sever are good. Useful too are *The Wonder Books*, Numbers 686 and 690. You might also like to give your child a doctor's or nurse's play kit to familiarize him with some of the hospital equipment.

A catalogue of fears

A child past the preschool age understands that you will not abandon him in a frightening place like a hospital. But he will worry about having to give up his independence. It may seem to him that willful adults—doctors and nurses—can do whatever they please to his body: draw blood, enforce medication, control his body functions. His greatest fear is that of being put to sleep before an operation. If he isn't watching out, he thinks, people can do anything to him. So if you are to prepare a school-age child for surgery, don't use the words "put to sleep." We may have talked about putting a pet to sleep when it had to be killed. At some other time, "going to sleep" may have been used as a gentle term to explain death to a child. Rather say, "They will make you drowsy [or "make you sleepy"], so the operation won't hurt."

Doctors and nurses will give the youngster whatever detailed information he needs about his specific surgery. But you have a role here too—repeating the facts and making the child feel that you trust the doctor. Assure him that you will be with him before

he goes to the operating room and later when he is back in his bed.

You may want to use drawings as a tool of preparation. On a simple outline figure of a boy or a girl you can show the child where his operation will be and so relieve fears that come from ignorance. Perhaps if he makes a drawing of himself he will unconsciously reveal how in fantasy he has exaggerated or distorted the circumstances.

Older youngsters should feel that they are taking part in planning the trip to the hospital. They need a chance at times to talk alone with their doctor. Since anyone who is sick loses some of his self-confidence, do reassure the youngster about your visits, about his schooling, and about whatever else may be worrying him.

In a time of emergency keep your own anxiety in check as much as you can. If the emergency is one of the common accidents—a cut that needs to be sutured, a fracture that has to be set—ask the doctor whether you can comfort the child by being in his room or just outside the door of the treatment room so that the sound of your voice will comfort him. If it is a serious accident or illness, calmness is even more important. Talk to the child while riding to the hospital. Tell him that Daddy will come, too, as soon as he can make it and that your doctor will meet you at the hospital and do something to help ease the pain.

It may be that none of these suggestions will fit your particular needs. Even so, if you believe that honesty will bolster your child's confidence, you will find the right words to comfort him and to prepare him for whatever unpleasantness awaits him. You will be surprised at your inventiveness and your strength in adversity. And luckily a youngster bounces back to health quickly when he knows he can trust his mother and dad.

Emma N. Plank is director of child life and education at Cleveland Metropolitan General Hospital and assistant professor of child development in the School of Medicine at Western Reserve University.

THE MAN AND THE HOUR

As we go to press comes the great news everyone has been waiting for—that an American has soared into space and safely returned. For this magnificent feat the directors and staff of *The PTA Magazine* join with all Americans in saluting Commander Alan B. Shepard, Jr., and the other members of the team who made this historic flight possible. Their achievement will provide a heroic incentive to all Americans who, like Commander Shepard and his fellow astronauts, stand ever ready to aspire to newer and higher goals.

Teen-age Readers

"ASK THE MAN WHO OWNS ONE" was always a sensible slogan. And to two of us who happened to be curious about how bookloving teen-agers "got that way," it seemed equally sensible to go to the youngsters themselves. So we asked the students in two advanced, or honors, classes of high school sophomores—students who were above-average readers—to write down the answers to our questions about their reading development. They were glad to do so and expressed themselves freely. Their points, incidentally, were confirmed by a larger number of juniors.

Here are some of the questions that these able readers were eager to discuss: Have your parents helped or hindered your interest in reading? What conditions at home and school have encouraged you to read? What kind of reading do you enjoy most? What other interests compete for your time? When and where and how do you read? When you have children of your own, how will you try to guide their reading?

In thinking back over their childhood, teen-agers frequently recall that their parents enjoyed reading—either silently or aloud to the family. Jerry reported this incident: "I remember lying in my bed (with the little sides on it to keep me from falling out) and gazing across the room at my mother, who was eating cherry chocolates and reading. I recall thinking, 'Boy, when I get older, I'm going to read every chance I get.'"

Reading aloud to children has many values. The parent who shares his enjoyment of a certain book often achieves a closer relationship with his child. Today's teen-agers cherish such memories. "Among other things," reported one youngster, "I remember most the times I would sit by my mother as she read Bible stories to me and other books, such as *Heidi*." These early listening experiences also acquaint the child with the vocabulary and language patterns of great writing.

Fathers are often credited with supplying books



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for their youngsters. "When my father came back from a trip out of town," Sally said, "instead of bringing home a doll or toy for me, he always brought a book."

Sometimes it is the grandmother who stimulates the child to read. "If I had to pick the one person who influenced my reading most," said Donald, "I would pick my grandmother. She is the one who really started me reading. She used to sit and read to me by the hour when I was little. Now that I can read by myself she just makes sure I have enough to read. She gives me about four or five books a year, for my birthday or Christmas or some other occasion. I am quite an avid reader now, and I think she is largely responsible for it.

"My little brothers are very poor readers. They have no interest in it at all. I think this is partly because my grandmother became ill and couldn't pay much attention to their reading interests and habits."

Children should be "gentled," not forced, into reading. Jeanie recognized this when she wrote:

Few gifts a parent can bestow are so precious as a passport to the world of books. Here some teen-age booklovers tell what got them started on the royal road to reading.

"Reading has never been forced upon me, but it has interested me for as long as I can remember. My mother has always told me that a good book is a wonderful companion. I have kept this statement in mind, and I have found it to be very true."

David gave this warning: "In creating an interest in reading, I think it is important for adults to stay in the background. If they constantly badger the child by saying, 'Why don't you read a book?' they will build up an opposition to reading. On the other hand, they should set a goal for the child to strive toward."

Invitations to read

It is well to encourage children's interest in reading and to show genuine pleasure in their progress, but we must not overlook the fact that some children lack physical, social, or emotional readiness to read. Then, too, the books we give children should appeal to them and be suited to their age and their reading ability. Books that are either too easy or too difficult may prejudice a child against reading. Reading should offer some reward to children, as it does to adults.

Careful selection of books for children gets results, as is shown by the following teen-age comment: "Grandmother chose the books she gave us very carefully. None were trivial; all had a purpose behind them. They were stories of kids our age, and all had a message artfully woven into the comedy, mystery, or good fun. I always read these books, usually within a couple of days after I received them."

Parents frequently ask, "Shall we teach our child to read before he goes to school?" That depends on the child. It would be foolish not to tell a four-year-old the meaning of a road sign when he points and asks, "Daddy, what does that say?" Or not to satisfy his curiosity about the meaning of a word in the storybook you are reading to him. Just so, it would be foolish not to teach a child the alphabet

when, as one girl said, "my parents saw how much I wanted to learn."

Friendships may have as much influence on a child's reading as has the family. One girl said she began reading *The Bobbsey Twins* books because all her friends were talking about them. "But," she added, "I disliked them so much I got new friends."

Jo-Anne spoke more positively of her friends' influence: "Almost all my friends read a lot, and their interest in certain books often rubs off on me. When one of my friends has read a good book, his enthusiasm often causes me to read it. I notice I do the same thing and recommend a great many books to my friends."

The students whose comments we have quoted come from homes that contain many books—scientific books as well as fiction, paper-backs as well as hard-covers. More than half of these boys and girls said their families subscribe to book clubs, and an even larger proportion reported that they themselves have personal libraries.

The magazines the teen-agers read also indicate wide-ranging interests. Although such periodicals as *Life*, *Reader's Digest*, *Saturday Evening Post*, and *Time* were most frequently mentioned, more than seventy-five other magazines were referred to. With so many books and magazines in their homes, the teen-agers do not go to the public library or even to the school library as often as might be desirable. However, almost all of them hold public library cards.

Family discussions of current events stimulate the youngsters to read newspapers and news weeklies. In addition, parents and children often recommend books or articles to one another—an effective way of encouraging a child or adolescent to read more widely.

Exploring books

As might be expected, a number of these teen-agers put teachers high on their lists of persons who have furthered their reading development. "The first person who stands out in my memory would be my third-grade teacher," said one of the group. "At this time I was having a little trouble pronouncing words. As I remember, she was the first teacher who was interested enough to stop and spend time on me. She explained how to pronounce words by syllables first and then put the syllables together."

"Because my teacher thought I was particularly good in reading I took a greater liking for it," said another teen-ager.

They like to discuss the books they have read. "In the fourth, fifth, and sixth grades we had to read a book each week and give an oral report on it to the class. Thus I read many simple but interesting books and enjoyed them. In the eighth grade I began to explore more widely. That was when we had to read a classic novel and later on give a short sum-

mary of it and of the author's life. I chose to read Dickens' *David Copperfield*, and I still consider it my favorite."

Yet it isn't enough for the teacher merely to assign a book a week. Even when pupils are permitted to make their own selections from the school library, the books they choose may be either above their reading level or below their interest level. Both kinds fail to provide challenging reading. Moreover, most students need instruction in how to interpret character clues and to find deeper meanings in the literature they read. When they develop this ability, reading becomes more satisfying to them.

Teachers have to be careful not to carry the analysis of literature too far, as Betty pointed out: "I remember having to read a part of a story at a time, then be tested on it. This took the fun out of reading the story for me. I like to read for enjoyment—and I certainly don't care how many pirates there were in the landing party in *Treasure Island*."

Teen-age readers find certain sections of the newspaper more interesting than others. The comic strips and news items vie for first place, sports are a close second, and editorials are read least often. Many of the girls in the junior class like the society pages.

In voluntary recreational reading the students' first choice is novels; short stories come second. Very few read essays or other serious nonfictional books. None of this particular group are still reading comic books, although they continue to read comic strips in the newspapers. Despite their heavy high school homework assignments, about two thirds find time for some voluntary reading, and practically all read for pleasure during vacations.

Even among this group of able learners reading has a lot of competition. They divide their time among watching television, reading, visiting with friends, automobile riding, and other activities. Approximately half reported that they watch television more than they read for pleasure. Somewhat less than half agreed with the girl who said, "Although I am in many clubs, reading a good book is my first choice."

Like many adults, these teen-agers read in bed, either when just resting or when confined to bed with minor illnesses. Less than a third said that they read at the breakfast table. Occasionally they read when traveling in cars and on buses. Sometimes they read aloud to children. But practically all the teen-agers now prefer to read a book to themselves rather than to read aloud or have someone read to them. When they are particularly interested in a book, they put off other duties. They will reread books that they like especially.

From one third to one half of the group had learned to read some words before they entered school. In general they regard themselves as fast readers, but they have learned to vary their rate to

suit the material and their purpose in reading it.

When they come across an unfamiliar word, they usually try first to get its meaning from the context. If this fails, they may try to divide it into syllables or look it up in the dictionary. Though only three said that they skip unfamiliar words, none reported that they try to pronounce them by sounding them out. Apparently they discarded the phonic approach as they acquired greater maturity in reading.

They also indicated their reading maturity in other ways. One boy said in reference to book reports: "The students who hadn't read much wrote only of the plot. Those who had read more wrote very perceptive accounts of what the book meant to them." Mature readers, as the late William S. Gray observed, are also socially minded, concerned with the welfare of others.

Unto the next generation

These youngsters were intrigued by the question of how they would promote the reading development of their own children. Many wrote compositions similar to the one that follows:

Quite a bit of the profound knowledge I am about to impart is based on how my parents caused me to be interested in reading.

First, and most important, I am firmly convinced that those who love to read are born that way.

Second, I believe a child will adopt the activities of those around him.

Therefore, my action-filled steps for molding a child with a keenly developed love of reading are these:

Have a love of reading.

Read to the child before he is able to do the job for himself.

As soon as he is able, encourage him to read to himself.

See that he never lacks reading material at his level.

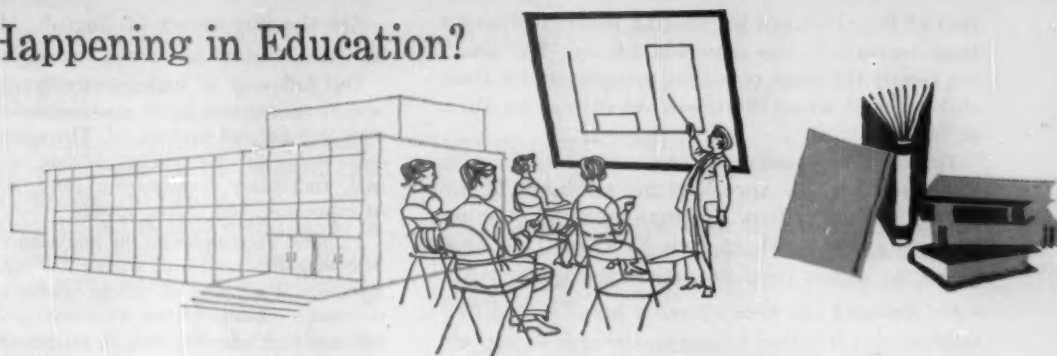
Be willing to discuss the stories he's read with him.

If the above fail, give up.

Thus our curiosity about the ways of teen-agers with books has led us to some interesting information. These young people who read so wisely and so well are products of a fortunate combination of circumstances. They possess genuine native ability; they had favorable early childhood experiences; they are surrounded by stimulating friends and teachers; and they have enjoyed the opportunity to read many books that proved to be interesting and valuable to them. Clearly a fertile soil in which the love of reading can take root, grow, and flower.

Ruth Strang, who was formerly professor of education at Teachers College, Columbia University, is professor of English at the University of Arizona and director of the university's Reading Development Center. Her collaborator, Paul J. Eagan, is a teacher of English at Tucson High School.

What's Happening in Education?



• *Proposals have been made to introduce individualized reading in our schools. What is an individualized reading program?*
—Mrs. F. N. C.

What parent does not hope that his child will receive individual help from his teacher and will be permitted—indeed, aided—to progress at his best speed? This parents' dream comes true when teachers learn and adopt the method of individualized reading. Children love it and thrive under it. What is it?

In schools today you will find three types of organization for teaching reading: (1) all children learning the same steps at the same time from the same reader; (2) group instruction in which the teacher handles slow, average, and fast groups separately; and (3) individualized reading.

The last mentioned method, now at least twenty years old and spreading gradually, does not eliminate class-wide and group instruction. It sets aside some time each day during which the teacher can work with individual children on their particular reading problems. The teacher works with each child about ten minutes every four days.

Individualized reading differs in other ways too. Instead of reliance on the usual *Dick and Jane* readers, this method requires a large and rotating stock of the best children's books—from 100 to 250 in the classroom at all times. So the child may select books, with some guidance from the teacher, that will satisfy his individual interests and tastes and his reading abilities.

In one school the average number of books read in a year by pupils in the usual grouping pattern was 5.8. Pupils in the individualized reading program averaged 33. The exceptional child, even in the first grade, may read well over 100 books.

If you were to look in on a teacher using individualized reading practices you would see children, in groups or individually, working busily on projects planned earlier. Some of them are painting, others making a book, still others shaping some papier-mâché figures for puppets.

Seated in primary chairs at a table somewhat apart from the rest of the class are an absorbed youngster—book in hand, talking animatedly—and his teacher. This boy, since he last had a turn at reading with the teacher, has read many pages from his book in school or at home, and he is now bringing her up to date on the story. Because he is a fluent reader he is allowed to read orally, omitting the silent reading that might otherwise precede the reading-aloud of each page. The teacher checks his understanding of certain words and calls his attention to new phonetic constructions. As the youngster's reading turn comes to an end, the teacher notes in her record book the title of the book and the page number where he left off and adds a comment on his reading, such as a special skill he may be ready to work on next. Without being called, another child comes and slips happily into the "reading" chair.

One teacher writes:

Probably the most important single feature of this approach, and an important factor in maintaining interest, is the fact that the child himself selects—with guidance and support from the teacher as needed—the book or story he will read. His selection is based upon his own reading level, his own interest, and his own need. No longer is his reading lesson confined to a basic set of readers and one or two supplementary sets. High enthusiasm often prompts a child to finish a book within a few days.

Does the parent play a part in individualized reading? He does. Again Irene Vite, first-grade teacher, writes:

Parents who wish to help their child at home find it much easier to do so, because I give them a few simple suggestions:

1. Make the experience (reading at home) enjoyable.
2. Supply the missing words. (Phonics is usually best left to the teacher.)
3. Have silent reading precede oral reading (except in the case of very fluent readers). . . .

Proponents of individualized reading are pleased at its gradual spread. They prefer slow growth to an enthusiastically adopted fad. Basically this is not a new method of reading. It requires a new organiza-

tion of the classroom for reading instruction and a large increase in the classroom library. The books are mostly the same ones that parents buy for their children and school librarians requisition for their shelves.

For more information, see *Individualizing Reading Practices*, edited by Alice Miel and published by the Bureau of Publications, Teachers College, Columbia University, New York 27, New York. It's a dollar a copy.

• *My husband has been offered a better position in another city. Whether he accepts depends in part on our children. They are doing well in the local schools. How can we find out about the quality of the schools in this other city?*
—Mrs. J. H. M.

I know no easy answer to this question. Schools within school systems vary as much as, or more than, school systems themselves. One question you might ask is this: How many students from the other city won National Merit Scholarship citations? Each year the names of ten thousand students who ranked highest among the million who take these exams are published. Our best schools and school systems are always well represented on this blue-ribbon list. (Of course, if the city in question is small, its chances of "making" the list are smaller.)

You and your husband can do much for your children's education in your own home. The importance of the home influence turns up in research findings of Science Research Associates, as reported by its president, Lyle Spencer. Because this organization supplies colleges and universities with test information about student applicants most likely to succeed in college, it has widened its investigations and studied all kinds of factors that are important in college success.

"The home environment is important," says Mr. Spencer, "as it is in everything." It is especially important in developing English skills. He continues:

Desirable homes for students to come from (*desirable* in the sense that children are more likely to succeed in college and, no doubt, other ways) are homes where there are lots of books of all kinds and where adults actually use them. Second, the adults in the home tend to have respect for facts, inquiring minds, and a habit of going to reference books—dictionaries and encyclopedias—when arguments occur. They have a "Let's look it up" attitude.

These adults tend also to be educationally ambitious for their children. Among a surprising proportion of them there is a touch of do-goodism. They are ministers, YMCA secretaries, social workers, teachers, and editors.

Some other factors vital to both parents and teachers come to the fore in these investigations. Competence in English and mathematics can be used as a sure guide to a student's prospects of success in college. Of the two subjects, English is even more important than mathematics.

On the importance of English, Mr. Spencer says this:

Our follow-up of students in college shows that those who succeeded best had a good mastery of English by the time they finished high school. There are four sub-parts to this: ability in what we call reading comprehension; second, vocabulary development; third, skill in mechanics of expression; and fourth, reading speed.

I cannot overemphasize the importance of English even to those planning to enter science. For example, one follow-up study of a group of college graduates in engineering revealed a remarkable fact. Even among students who had brilliant high school records in mathematics we could not find any difference among those who averaged C in college and those who averaged A except on the basis of their ability in English. The best single differentiator of an A student in engineering from a C student was a test of reading in English literature.

While the English teachers glow with pride, let them heed Mr. Spencer's closing admonition:

We've had so much emphasis recently on more and better teaching of science and mathematics—which I'm sure is very good—I would suspect that the next great move is going to come in the field of English.

• *I'm aware that changes are taking place in foreign-language teaching. Can you tell us something about them?*
—R. L.

If you are among those who suffered through French verbs and tried to remember which noun took *le* and which *la*, then you will welcome the revolution in language instruction. The program of tomorrow—and to some extent today—isn't anything like that.

The new language teaching differs both in length and in method. We used to take two or three years of language in high school and then perhaps a year or two more in college. In college we repeated what we learned in high school. The wise Dr. Conant warns us that to spend fewer than six consecutive years learning a foreign language is a waste of time. Heeding this good advice, many schools call for six years of *one* language, beginning in the seventh grade. Some schools begin language lower in the elementary grades. Pittsburgh reports great success with its TV language teaching to fifth-graders. The future may witness a nation-wide shift to language instruction at the age when it is commonly started in most other countries—in about the fifth or sixth grade. It comes easier when you start young.

Turning to method, we find even more dramatic changes. The textbook that opened with *La plume de ma tante* and drudged through verb conjugations to simple-minded little tales about Alphonse is *fini*.

"We used books, and we taught the youngsters to read a little in the foreign language, and we taught them how to pass their college board entrance exams,

but the understanding and the speaking played a very small role, and too many times a nonexistent role, in our foreign language instruction."

That's how the older method is described by Philomena Peloro, language consultant in Hackensack, New Jersey, and staff member in the Modern Language Materials Development Center.

I can testify that this old method didn't work. In Paris I tried to order a steak, well done. All the Frenchmen in the restaurant tried to understand my simple wish. I ended up ordering fish.

Miss Peloro promises better success for the next generation:

First of all, we've learned some lessons from linguists; we've learned to regard language as a set of habits. Linguists tell us that there are five steps in language habit formation. Number one, the student must understand. After the understanding has been established, he must imitate a model voice. He must imitate this to the point of memorization, so that he can repeat what we have set out to teach without relying on the model voice but instead relying on his own acoustic image. After that, he must learn to vary and recombine these elements that he has learned through imitation and repetition. Finally, the last step is when he has learned enough to make a selection of whatever he needs in expressing himself or in communicating with another person.

In the better language classes today children begin without books. They talk. They may never see printed versions of the language until the eighth or ninth week. The student in the reformed program doesn't learn about the foreign language; he learns it through practice sessions.

Research financed by the National Defense Education Act points the way to new materials to match the new approach. There are tapes, individual discs for students to use at home, and language laboratories in schools.

In the United Kingdom thousands of students take classroom magazines printed in the languages they are studying. Some American schools now subscribe to such periodicals. As the youngster progresses he begins to read foreign-language books on subjects that interest him. He isn't lock-stepped into a textbook.

As a capstone to his language learning the student—through wide reading, films and filmstrips, recordings, and so on—steeps himself in the culture of the country. He learns not only French; he learns France.

Now if only we could add travel to this mix. Many a boy born in the Schweitzer Deutsch section of Switzerland spends a year in the Italian section and another year in the French section. No wonder he is fluent! Perhaps something like this represents the step beyond the big step our schools are taking in the reformation of language instruction.

—WILLIAM D. BOUTWELL

NOTES from the NEWSFRONT

No Peek, No Pry.—Just about childproof is a medicine cabinet that has been developed by the U.S. Public Health Service. It opens only when two secret buttons are pushed simultaneously.

Widening His Orbit.—Appropriately enough, Yuri Gagarin, the Russian who recently became the first man to explore outer space will be rewarded with more of it—space, that is. The Soviet government is making it possible for him, his wife, their two daughters, and his parents to move from a two-room apartment to a four-room one. The new lodging even has a kitchen and a bath. Elevators? The apartment building is said to have elevator service that goes from the fifth floor up. Below that, you walk. If the spaceman is unlucky enough to be assigned to one of the first four floors, he'd better bring his rocket along.

Who's an Old Maid?—Not teacher, according to figures from Northwestern University. Of the women graduates in 1955 from the School of Education, 73.6 per cent are married, whereas only 59.7 per cent of the liberal arts graduates have added an M.R.S. to their A.B. The director of placement, who compiled the figures, points out that education graduates have an additional advantage. Even after they marry they usually can find a teaching job wherever their husband's business may take them.

Agreeable Revolution.—Two years and a half from now fourteen cents of every dollar you spend for American products will be for things not being made today. Never before in our history have new goods and services been produced so fast. What will some of the new products be? Perhaps paper clothing, plastic houses, TV screens that cover an entire wall. Leonard Silk, economist and editor, describes these forthcoming new developments in a recent book entitled *Research Revolution* (McGraw-Hill).

Fireside Discipline.—A unique and effective type of discipline for children is in use among the Ngoni people of Southeastern Africa, reports sociologist Margaret Read in her new book, *Children of Their Fathers*. As families sit around the fire at the end of the day, an adult may cite a proverb rebuking or praising a certain type of conduct. Whenever a child realizes that the remark applies to him he either withdraws from the group in shame or beams radiantly, according to the meaning of the proverb. Some of the qualities emphasized by the Ngoni in rearing children are respect, self-control, generosity, sympathy, and good speech habits.

Tit for Tat.—"Isn't there something I can do at home to help him with his studies?" A teacher in Lindenhurst, New York, was surprised by this question because it came from a student. He was asking about his father, who was enrolled in an adult education course taught by this same teacher.

HOW VALUES GROW IN THE FAMILY

In the hour of decision, each of us turns confidently to the firm values on which his character is built. It is the high duty of parents to instill those values early and well.

ON A RECENT SUNNY AFTERNOON a five-year-old friend of mine sat, in a mood of complete contentment, on my front porch. "Jimmie!" his mother called from across the street. No move from my young visitor.

"Jim-mee!" his mother called again, her voice rising a note. Still no sign from the child.

"Jimmie," I said. "Didn't you hear your mother?"

"Sure," said he, "but she didn't say 'I mean it' yet."

This is a nice illustration of family language and family understanding. What Jimmie's interpretation of the situation meant to his mother I have no way of knowing, because I never asked her about it. Perhaps the two calls were a kind of "get ready." Certainly when Jimmie heard the "I mean it" he left for home with the speed of light. These may be moves in a little private game. In any case here is a pattern of stimulus and response that one mother and one small boy have adopted between them.

As we look at the very complex experience known as family living, we can see that such family interaction is related to the learning of values.

Values are not rules or habits or mottoes, not skills a parent can teach a child as he teaches him to walk, talk, eat, sleep, and say "Thank you." Rather, values are standards for measuring the intrinsic worth of ideas, ideals, purposes, courses of action, and especially human relationships.

It is easy to see that in a group as closely knit as a family no one grows his values by himself. Each member is constantly reacting to the values of every other member. This process is vividly portrayed in a film I saw recently that recorded a conference between a psychiatrist and a family of five—mother, father, sixteen-year-old boy, ten-year-old girl, and grandmother.

The problem that brought the family to a boil was a dog. The mother had finally given in to Linda's pleading and let her have a puppy. Two weeks later Linda came home from school and found that the dog was gone. Her mother, father, and brother told her it had died. Later she learned her mother had simply taken it back to the animal shelter. Linda went into hysterics, and the family doctor got everybody to a mental health center to talk things out.

The high point in the group discussion came when the girl looked thoughtfully at the family, one person after another, and finally said in a flat little voice, "No one in this family *trusts* anyone else!" Since fortunately they all trusted the doctor, they were able to put into words the reasons for their distrust. Its basis seemed to be an absence of real contact among people who were constantly and deeply hurting one another, a lack of mutual affection, consideration, respect, or awareness of need.

As the film went on, there were signs that the family was gaining more insight into human needs and values. When Linda said to her mother, "Well, am I going to get the dog back?" the mother hesitated.

"If you push me now," she said, "the answer is 'No.' If you give me more time to think about it I might change my mind."

One had the feeling that as the members of this family became better able to talk with each other about things that mattered to them, they would not need to put off their decisions or resort to subterfuges. After considering the advantages and disadvantages of different possible approaches they could choose the particular solution that seemed "most right" to all of them.



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Worth and wisdom

Because parents, like everyone else, are still at work building their own values, they sometimes lack firmness and conviction when they try to help their children become clearer about theirs. There is a tremendous amount of reassurance, however, in some of the knowledge we now have about values.

The problem of communicating values in family life is a complicated one, but there is quite a respectable body of knowledge that parents can draw upon for guidance. We know, for example, that families develop by stages, each stage bringing its own crises. To pass successfully from one to the other is an unfailing evidence of family strength.

First of these critical family stages is the mutual adjustment of the value systems of husband and wife. For most young couples this is a process that goes to the very depths of both personalities. It is not an easy process, and most people cannot keep at it unless they truly believe in its spiritual importance. It means being willing to look for one's own blind spots. It means learning to tell the difference between real conviction and stubbornness. It means giving up tricks of self-deception and self-defense. And on the extent to which husband and wife are able to establish intellectual and spiritual communication the health of their future family life largely depends. As they work out their values together they develop spiritual resources for meeting situations as they come along.

Aside from the faith and serenity that come with

their own maturing, what can parents do to help children cultivate values that will give meaning, dignity, and beauty to their lives? Let us look at some of the opportunities for parents' guidance at important periods in a child's growth: infancy, early childhood, and the middle years.

The newborn infant's first psychological crisis is the struggle for basic trust. If he finds his world not hostile and threatening but predictable and comfort giving, the people in it warm and loving, he begins to trust. If all goes well, he will deepen and extend his trust throughout his life, and his personal faith will be strong and enduring.

The most important contribution parents can make to a child's character development during early childhood years is to help the youngster develop a sturdy, sensible, friendly conscience. This starts with the mother's definition of goodness, which she conveys through the demands she makes on the child and her ways of enforcing them. If she is consistent, firm, and fair, the pattern of behavior she is imposing is gradually impressed on the child.

The next stage comes when the toddler is alone. He starts on a forbidden course of action and is pulled up short by his mother's shadow, so to speak—the part of the mother that lives in him. Though he hears her voice only inside himself, in a sense he is still being told. Whether he listens depends on the strength of the tie between him and his mother—his confidence in her, love for her, desire to please her. Later his curiosity, his drive to do things on his own, challenge this reliance on Mother, and sometimes win. Babyhood is far behind him before he is able to say, "I won't do this because I don't think it's right." That time will come, however, if he has been given many pleasant and satisfying experiences with what is right, long before he has any idea what "right" really means.

Part of the training of the young and tender conscience is the development of attitudes toward other people. These begin, once again, as a reflection of the parents' feelings, for it is in his own home that a child acquires a true "sense of humanity." As Erik Erikson has said, the only kind of person who can live comfortably in our world is the person who "has a sense of comradeship with men and women of different times and different pursuits, who have created orders and objects and sayings conveying human dignity and love." Good stories with morals, read aloud and matter-of-factly discussed, can be a big help. One thing we might well imitate from the way of life of our forefathers is the pleasant habit of family reading-aloud.

Young men with ideas

Another clear opportunity for helping children to form values comes in middle childhood. With youngsters at this stage we can maintain actual two-way communication. They are interested in what is happening and puzzled enough about things to want to

exchange ideas with people they trust. They have a real desire to learn about life, and each day brings parents special opportunities to help children find out what matters to them and why.

These opportunities turn up all day long. There was the afternoon when a boy ran to show his mother a picture he had just drawn of a man going into a saloon. "It's all right!" he said cheerfully, as she paused for the right words. "He isn't going in to get drunk. He's just going in to shoot a man."

What a mother does with an opening like this depends on a good many things: on how important she thinks the issues really are, for instance, or whether she thinks the episode should be noticed or ignored. At any rate the scene in the drawing became a possible conversation piece as soon as the boy showed that he sensed a discrepancy between his interpretation of it and his mother's—and that he was interested in the difference.

Such opportunities constantly arise, too, when older and younger children are growing up together in a family. Jerry, aged eleven, is a faithful baby-sitter for his eighteen-month-old brother Bill. The other afternoon Jerry and Bill were in the yard watching Tommy, the three-year-old from across the street, teetering on the edge of an open cellar window.

"Shouldn't you get him away from there?" asked a passer-by from the sidewalk.

"Oh, no," said Jerry cheerfully. "Tommy is the biggest little boy on the street. He knows right from wrong. Bill here doesn't know anything yet. He thinks wrong is right."

If Jerry's mother had been there she would have realized that her son's concepts of right and wrong made no allowance for youth or inexperience. She could have pointed out that Bill's behavior was right for his age and that in time he would learn many things from other children, including Jerry. She might even have been able to help Jerry start thinking about his responsibility for this kind of learning.

A few simple principles will make your conversations with your child more fruitful. For one thing, you will want to be sure that what you are about to discuss seems important to both of you. Then, it helps to hold the conversation in an attractive setting. Two people doing dishes together naturally talk about "things." Certainly the atmosphere should be non-threatening and the time a reasonable one. How can a small boy pay attention to what you are saying when "Gee, Mom, the fellows are waiting outside?"

As in all parent-child relationships, you, the parent, should take the responsibility for leadership. The child wants you to. At the same time, don't "take over." A long, accusing lecture may be torture to a sensitive child who got the point at the very beginning. Finally, even with the smoothest of conversations, don't set your hopes too high, and don't expect immediate results. This kind of learning is a slow and

intricate process. Some of the most satisfying outcomes may be delayed reactions for both you and your child.

Parents of these preadolescent children—children who are trying so eagerly to find out what makes sense in an adult world that is coming closer and closer to them—play a frankly interpretive role. It is a very delicate role but rewarding, for middle-age children can and should be fun. The trouble is, just when we feel we have really learned how to live with them, this colorful age is past.

At home in the world

As the curtain rises on adolescence, all parents must wonder how the relationships between themselves and their adolescents will change. A study recently made of family influences on adolescent values can offer some reassurance. A group of teen-agers was asked to indicate, in order of importance, the influences in their homes that meant the most to them as they were growing up. The first four items on the list were (1) *democracy in managing the family*; (2) *cooperation in the home*; (3) *fair discipline in the home*; (4) *affection in the family*.

Although each item on this list is a value in human relationships, essential to healthy personality development at every stage of the family cycle, these findings have special meaning for the parents of school-age children. Between the ages of six and twelve most youngsters have the interest, the time, and the ability consciously to help foster these values in family living—as they think through, with their mothers and fathers, the meaning of the things that happen to them day by day.

It is in the family and the family alone that the experiences of daily living can be effectively translated into thought and behavior. "The family," David Mace once said, "is the central agency to help us with the whole great task of growing up in life. From homes which nurture the best in human personality is sent out into the wider world a tide of peace and sanity that renews from age to age the deepest purposes of life."

Why do family values have such tremendous urgency just now? Because in our day of national and international tension, we are all affected by powerful social forces, some holding a promise, others a threat. But social forces are not winds of destiny, sweeping over us from outer space. They are the results of individual choices made every day by people everywhere, including ourselves. We must look to the family for educative influences that produce people who have learned how to make choices in accordance with the highest moral and spiritual values.

Muriel W. Brown is the parent education specialist in the Children's Bureau of the U.S. Department of Health, Education, and Welfare.

Showing the Home Folks

England is thickly dotted with museums full of treasures of the past, but the most unusual one will probably be the new American Museum, to open July 1 at Bath. It will contain nothing but American antiques, including parts of early colonial houses, and will embrace three centuries of American arts and crafts. The collection, bought and shipped to England by a group of Americans, will be displayed in a huge manor house on a hill. It is hoped that many Europeans who visit the museum will no longer picture the American colonists as crude backwoodsmen but as highly cultured and creative craftsmen.

Treasure from the Sea

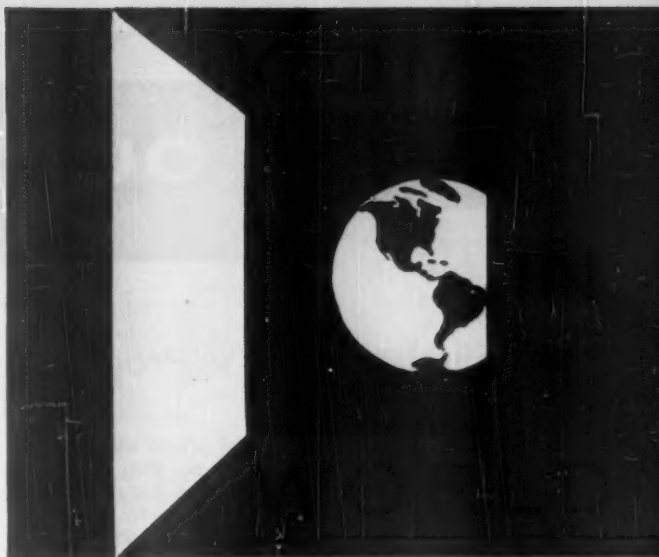
What child hasn't dreamed of finding a message in a bottle washed up by the sea? Last summer this really happened to Stephanos Kalargyros, the eleven-year-old son of a Greek fisherman. Stephanos was playing on the beach on the island of Antiparos when he found the bottle. The message inside had been written by eight-year-old Charles Hostler, son of the American air attaché in Beirut, Lebanon. A friendly exchange of letters began between the two boys. Just before Christmas, Charles and his father arrived at Antiparos in an amphibious airplane, bringing with them ten large mailbags full of presents for Stephanos, his eight brothers, and his four sisters. The rest of the cargo consisted of gifts sent by friendly Americans in Beirut—toys, games, clothing, and food for other children and their parents. In return, the people of the island presented their American visitors with some beautiful shell necklaces and a stalactite from a famous grotto on the island.

Ghana Thinks It's Grand

Grandmothers are going to school in Ghana. The people who planned the new educational program in that country realized that new ideas, if they are to be effective, must take root in the family, and particularly among the older women. At the end of last year more than eighteen thousand women were attending rural home economics classes, learning hygiene and new methods of cooking and of performing other household tasks. Learning proceeds at a pace that is comfortable for mature students, and the teachers are themselves older women who command the respect of their pupils. The courses are widely popular. One chief who had been rather averse to the program suddenly became enthusiastic about it. The reason for the change? His wife, who had signed up for a cooking course, tried some of her new recipes on the family.

Tillers of the Sea?

How much longer will Earth be able to feed its hungry mouths—three million today, double that perhaps by the year 2000? Many scientists believe that man in search of the means of continuing life will turn to the source of all life—the sea. The food potential of Earth's oceans is enormous. Their total area is 141 million square miles, as against only 56 million square miles for the land. And the food potential of the sea—as yet very far from being realized—is probably greater per acre than is that of the land. This potential will be realized only when the fish crop is cultivated just as are land crops. We shall have to protect various species of fish against their enemies. We may even fertilize sheltered parts of the seas in order to increase the yield of fish. Studies have showed that with scientific methods 278 pounds of fish can be extracted from each acre of ocean—a figure that compares favorably with the 300 pounds per acre that we get from beef production on good pasture.



Polio Ponies

British children whose legs are paralyzed by polio are being taught to ride horseback by the Red Cross Society. They cannot mount the ponies alone, but they can hold themselves in the saddle. Carefully supervised, they learn to walk, trot, and even spur their ponies to a gentle canter. Lessons are limited to half an hour so as not to tire the children. The exercise strengthens their leg muscles and also their morale.

Need More Room? Call Khartoum

What would you do if a new school that had been promised your community for July hadn't even been started by April? The people of Shendi in northern Sudan were faced with this question last year when they found that, because of a lack of building operatives, the extension to their Intermediate Girls School wouldn't be done in time for the opening of school (July in the Sudan). In desperation they appealed to students at the Khartoum Technical Institute, who undertook to carry out the engineering and construction job under the supervision of their teachers. Promptly a group of one hundred and twenty fourth-year students arrived in Shendi and pitched a tent near the site. By May the foundation was taking shape. In June more students arrived to do the bricklaying and masonry, and early in August, only a little behind schedule, the walls had reached roof level. Everybody in town is happy over the new building—most of all the engineering students, who can now go out to look for jobs saying they have had practical experience.

The Youthful Arts

Boys and girls between the ages of six and thirteen all over the world are invited to contribute to the seventh World School Children's Art Exhibition, to be held in September at Seoul, Korea, in cooperation with the Korean National Commission for Unesco. Applicants may submit oils, watercolors, drawings, collages, woodcuts, etchings, or any other artwork, but the size must not exceed 90 by 72 centimeters. Entries should be sent before August 31 to the Korean National Commission for Unesco, P.O. Box Central 64, Seoul, Korea.

TIME

OUT

FOR

Tele

Evaluations of TV Programs

Face the Nation. CBS.

A civilized program for civilized people who like combat confined to the intellectual arena. Two formidable, articulate contestants face each other, rather than the nation, in a brisk confrontation that sparks fire and illumination. The program is a fairly formal debate. Each advocate has a chance to present his case, refute the arguments of his opponent, and sum up his own position. The issues debated are current, public, and important, including recently such controversies as federal aid to parochial schools, the admission of Red China to the UN, and federal legislation for migrant workers. Armed with facts, figures, and strong convictions, the debaters are eager to make an unassailable case and influence public opinion. Who wins? Moderator Howard K. Smith makes no judgment, but you undoubtedly will. Intellectually stimulating and informative, this is a program that can produce family discussion for hours—or days—after Mr. Smith says, "Thank you, gentlemen."

Unfortunately this worthwhile series seems fated to end in the fall. At least we shall be able to view it during the summer months—and the debates, we are told, will be fresh ones, not reruns.

Harrigan & Son. ABC.

'Tis a grand show for the Irish and for all who love the gallant wearers of the green. And who doesn't? The Harrigans, father and son, have an endearing, unsentimentalized affection for each other that doesn't bar a bit of bickering and rivalry. Both are fiercely loyal to their law clients, even when a case (usually female and beautiful) interferes with a St. Patrick's Day parade. Their law practice is free of chicanery, sordidness, sex, and violence, glory be! It is also free of paperwork, painstaking research, and strict resemblance to reality. For sound information on the legal profession, go elsewhere, young man. For entertainment, you'll find the law firm of Harrigan & Son several notches above the TV average.

The Islanders. ABC.

This series specializes in depicting terrible deaths. Recently an episode opened with a man being tortured to death. ("Now there are two of us," was the thought that occurred inevitably to one reluctant viewer.) The acting may be otherwise infantile, but in the fine art of dying ungracefully the cast is a collection of experts, seasoned by long practice and endless writhing in torment.

When ancient plot patterns turn to dust in a TV writer's hands, and even the spilled blood turns cold, there's always a last resort: Add an exotic background. That is what someone has tried to do here. Supposedly the story is laid in the East Indies, but you would scarcely guess it from the shoddy properties that clothe the stage,

the actors, and the writers' imaginations. Crime, gambling, intrigue, jewel thieves, suave villains, and cabaret girls are the chief items among these hand-me-downs. This meager wardrobe is just as threadbare here as in *Hong Kong*, *Hawaiian Eye*, *Acapulco*, or *Adventures in Paradise*. Exotic? We find it merely exhausting.

Candid Camera. CBS.

This started out as a first-rate idea—that of turning a camera on people in faintly ridiculous situations and catching their expressions and utterances unaware. One didn't feel sorry for the flustered people who were making their debuts on television, because no one appeared on the screen who had not given his consent. Because almost everybody cherishes a hankering to be a ham for a day, we suspect that that consent was withheld by few.

But somebody couldn't resist fiddling with the camera, and this season it has been all out of focus. A television "personality," whose talents may be warmly welcomed in some other context, sits firmly in the center of the picture and converts an amusing visual stunt into commonplace TV chitchat. A series that can stand on its own firm tripod has no need to scream for a celebrity like a variety show down to its last rating. Next year, we hear, things will be different. There's going to be more camera—and it's our guess that will mean at least as much candor.

Pip the Piper. ABC.

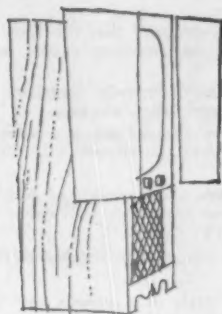
This show is as rollicking as its title. Small children are entranced with the droll clowning, the funny songs and dances, and the simple games. The three human comedians (one of them a woman) and the homely puppet soon become the young watcher's trusted and delightful friends.

It must be admitted that the singing voices are not much, and the charm of the dancers is the awkward grace of your own child improvising in front of the bedroom mirror. If we measure the artistic level of this series against the fine professional finish of the *Shari Lewis* show, for instance, we have to recognize that Pip and his friends come out looking a good deal like pipsqueaks. Clearly they will never teach a child anything about art.

They teach him other things, however, and in a way that encourages the young viewer to participate. By games and songs children are shown how to color pictures or make an animal out of a sock or model things out of clay—and the light-hearted lecture is capped with a friendly reminder to clean up afterward. They are invited to join in amusing songs, paced slowly enough to plant a fruitful idea: "The turtle is slow but sure." The little games are played over and over so that he can learn them and join in.

Vision

A Family Guide for Better Viewing



But there are flies in this delightful ointment. What hardhearted ABC official can be responsible for all those ads—one breaks out every minute, it seems—especially the ads for other ABC programs, many of which are violent in the extreme? The pay dirt is pitched in helter-skelter, with callous disregard of the rights of little viewers to a half hour of serenity and loving-kindness in a program designed just for them. When we think of these interpolations, one of the songs on the program has an almost sinister ring: "I'll do the things I'm told to do." Like watch *Naked City*? Like plague Mommy till she buys the sponsor's brand? If so, it's far too high a price for us to pay the Piper.

Rocky and His Friends. ABC.

It's a shame that this otherwise relaxed program is so frequently interrupted by shooting ads from ABC's more bullet-riddled westerns. If we could get rid of these subversive elements we would be left with an amusing and lively cartoon-and-other-nonsense series.

The main story, if story it can be called, centers around a pair of cartoon animals—Bullwinkle, the stupid moose, and Rocky, the clever flying squirrel. Bouncy and cheerful, these creatures frisk about having fun without much violence, and the joyous absurdity of their adventures makes an irresistible appeal to small children. Just now the adventures are enlivened by some extraordinarily stupid spies (caricatured refugees from one of the wilder detective series), who are satisfactorily foiled each week in a new attempt to purloin the mooseberry bush.

For older young people right on up into adulthood, the interpolated cartoons spoofing history, literature, and the contemporary scene are the best part of the program. They are introduced by Mr. Peabody and little boy Sherman, both very much alive but quite at home among the cartoon curios. Cinderella, Dr. Jekyll and Mr. Hyde, the Barefoot Boy, the swimming of the English Channel, quiz shows, and spirit raising have all come in for their shares of good-natured ribbing.

Like the announcer, we can sincerely express our gratitude to all the people, real and imaginary, who "make this show impossible." We only wish these helpful individuals would do the same for the commercials.

Bright Prospect

Summer screens should be brighter than usual this year, thanks to several treasures that are being hauled out of network closets and dusted off to fill the gap between the

police shows that died this spring and the police shows that will step into their places next fall.

CBS Reports. CBS.

The reruns promised for summer will give us a chance to renew our acquaintance with some of the best episodes of this fine series.

Focus on America. ABC.

Documentary programs selected from among those produced by local TV stations affiliated with ABC as contributions to the ABC series *Expedition: Local*. Titles include *The Constant Protectors* (St. Louis), *Cows, Cowboys, and Cow Country* (Oklahoma City), *Clipper Ships and Paddle Wheels* (San Francisco), *Education: Tailor Made* (New York), and others. Two out of every three weeks beginning June 20.

Person to Person. CBS.

Charles Collingwood will again act as host for this well liked program, which has been missing from the air waves since last December. The summer series will include new interviews as well as reruns. The roll of celebrities to be visited runs from A to Z—that is, from Antoine (world-famous hair stylist) to Zimbalist (world-famous violinist).

Doctor B. NBC.

A new documentary depicting a day in the life of a family doctor. June 27.

Minow Has a Whale of an Assignment

Newton N. Minow, the new chairman of the Federal Communications Commission, in his now famous May speech before the National Association of Broadcasters, reinforced what parents, teachers, and this magazine have been saying loudly and insistently for a long time: "Gentlemen, your trust accounting with your beneficiaries is overdue."

Mr. Minow backed up this warning with facts and figures: "A glance at next season's proposed programming can give us little heart. Of seventy-three and one half hours of prime evening time, the networks have tentatively scheduled fifty-nine hours to categories of 'action adventure,' situation comedy, variety, quiz, and movies. . . . There are some fine children's shows, but they are drowned out in the massive doses of cartoons, violence, and more violence."

Like this magazine, Mr. Minow thinks viewers' tastes are underrated by the networks: "I believe in the people's good sense and good taste, and I am not convinced that the people's taste is as low as some of you assume."

We congratulate the FCC chairman on his forthright and cogent remarks. We are relying on Newton N. Minow to see that our trust account with the networks is balanced and the public interest is sincerely served.

Sentence Summaries

FOR COMPLETE REVIEWS, SEE THE ISSUE INDICATED

Adventures in Paradise. ABC. It's doubtful that this show can claim to have a relaxing effect on anything except moral standards. December.

Alcoa Presents. ABC. Sheer fantasy, expertly contrived, for those of us who like such airy, eerie diet. October.

Andy Griffith. CBS. In most of its episodes this is a harmless, happy show, adequate entertainment for anyone who prefers heart to art. February.

Angel. CBS. Nonsensical "much ado about nothings," but it is fresher, brighter nonsense than the customary hullabaloo that passes for domestic comedy on TV. April.

Ann Sothern. CBS. Slapdash situation comedy, slapped together without dash. September.

Bonanza. NBC. A western that deals in a serious way with the universal conflicts and the meaningful decisions of men. September.

Border Patrol. NBC. Shall we give this program a passport to our homes? It's a borderline case. April.

Bringing Up Buddy. CBS. As pointless as its title. As far as we're concerned, Buddy has been brought up. May.

Camera Three. CBS. Exquisite, tantalizing glimpses of the arts and of many phases of human life and thought. September.

Chatter's World. Syndicated. Nothing could be more appropriate than a line from the theme song: "Chatter's going to drive us all insane." In Chatter's world it's already happened. December.

Checkmate. CBS. Too many intriguing characters and too little intrigue can make a drama lose the name of action. March.

Cheyenne. ABC. Like its fictional Indians, this show runs to incredible extremes of good and bad. February.

The Detectives. ABC. Mama's old flame, Robert Taylor, lends a synthetic glow to this dull detective series. February.

Detective's Diary. NBC. Rarely does the repartee rise above the level of a supercilious "You begin to interest me." Sorry we can't return the compliment. February.

Dinah Shore. NBC. Even if variety shows bore you, you may still spend an occasional enchanted hour with Dinah Shore. But the script-writers haven't yet decided whether they're doing a travelogue, a fanciful story, or simply a variety show. January.

Ed Sullivan Show. CBS. It has held up amazingly well through the years, but we hope Ed remembers that variety, like any other spice, may dull at last into tastelessness. October.

The Flintstones. ABC. Here's one show that you can rely on to hit rock bottom every time. March.

G.E. Theater. CBS. Fair and innocuous entertainment for young people and adults. March.

The George Gobel Show. CBS. Warm, wholesome, neighborly good humor that makes a pleasant half hour for the whole family. We look to see George back before long with all his homely cheer. November.

Gray Ghost. Syndicated. It's rather miraculous how this program manages to be a Civil War series without ever touching on the Civil War. April.

Hotel de Paree. CBS. Just another dreary western. Highly expendable. November.

Huckleberry Hound. Syndicated. A companionable show, as reliable and unalarming as a well-worn teddy bear. The show seldom resorts to violence (except for that done to the English language). November.

Ivanhoe. Syndicated. This one is too vapid to hurt anybody, but we all know children who could make up a more satisfying game of "Let's pretend." January.

Johns Hopkins File No. 7. ABC. These enthralling lectures will be taken out of the files again, we hope, when more of us have grown up to them. September.

June Allyson. CBS. A less-than-half-hour, run-of-the-mill motion picture. We need a hostess at a TV show about as much as we need an usher. February.

King Leonardo and His Short Subjects. NBC. It's a show in which the parts are greater than the whole. April.

Lawman. ABC. A series that's adult when it's not adulterated. May.

The Magic Land of Allakazam. CBS. Magic and interpolated cartoons, which, if no older than some of the tricks, haven't retained their charm nearly so well. February.

Matty's Funday Funnies. ABC. Nothing could be sillier than the title except the sequences involving Katnip and Herman. Wouldn't it be wiser to play up the little ghost? He's a gallant little spirit who seeks only to be friendly with earthly boys and girls. October.

Maverick. ABC. This show can teach children that trickery is easy and fun and that duplicity may be lovable. September.

Meet McGraw. NBC. It's strong meat, untreated with tenderizer, but it's hearty. April.

Meet the Press. NBC. This can be an intensely interesting and informative experience for both young people and adults. May.

National Velvet. NBC. A little more horse sense might result in a less threadbare Velvet. January.

O.S.S. Syndicated. The only title that's really appropriate to this show is S.O.S. November.

Our Miss Brooks. Independent. This pert, mixed-up, giddy, silly, scatterbrained, man-pursuing female a teacher? Ridiculous. September.

Perry Como's Kraft Music Hall. NBC. Perry Como's shows move at a leisurely pace, but in the less-than-sparkling dialogue they slow down to sluggishness. Why not settle for more art and less Kraft? December.

Pete and Gladys. CBS. With better stories, *Pete and Gladys* might be high comedy instead of deplorably low farce. May.

Ramar. Syndicated. It seems a shame for some children to grow up thinking that Africans are painted savages who wear nose rings and not much else. In the world of the mind we can't afford to have any dark continents. December.

Rocky Jones. Syndicated. It's exactly like a bunch of elementary school children playing games. March.

Roy Rogers. NBC. There are real moral implications in the show, but do these values make a clear impression in the midst of so much violence and vainglory? Rather, it looks as if Junior were toughening himself up for the adult westerns Daddy watches. November.

Science Fiction Theater. Syndicated. Such a program can awaken and foster a child's interest in scientific endeavor. It can teach him, too, that fact and fantasy are sharers in the universe of the mind. November.

Sergeant Preston. Syndicated. This is a show for boys, and it sounds rather as if it might have been written by one of them. April.

Shari Lewis. NBC. Children, and their parents too, will love to watch gentle Shari as she chats with her delightful puppets. February.

Sky King. CBS. It takes more than humanitarian motives and family affection to oil a creaky vehicle, air borne or not. And *Sky King* is hardly a pilot we can trust. He's more of a misguided missile. May.

Soupy Sales. ABC. "Distressing" is the word for this show. March.

Tab Hunter. NBC. Feebly funny flirtations of two callow young men. April.

This Is Your Life. NBC. This program, which makes a public show of a private life without the person's consent, offends one's sensibilities. It distorts the bewildering complexities of life into a deceptive and sentimental simplicity. December.

True Story. NBC. These soap operas are full of lye. January.

The Untouchables. ABC. Crime is shown as a nasty, unglamorous, underground business. Chalk up another crime thriller on the overlong list of TV's violent offerings. January.

Wagon Train. NBC. Most viewers will emerge feeling tender-hearted, torpid, and trouble-free. January.

What's My Line? CBS. If it seldom stirs our minds, neither does it ever offend our taste. And here at least is spontaneous wit rather than forced gaiety. If this show does nothing else, it proves that people are still capable of uttering a bright line that it didn't take six gag writers to build up to. October.

Winston Churchill—The Valiant Years. ABC. Inevitably the narrative lacks the depth and perception of great history. Nevertheless this picture chronicle is fascinating, moving, and illuminating. March.

You Are There. Syndicated. The great achievement of this program is to demonstrate that history is a human drama forged by real people who were shattered or uplifted as we are by the emotions and demands of life. December.

Our Government and Our Schools

STERLING M. McMURRIN

IT MAY HAVE SOME SIGNIFICANCE that one of my first official acts upon accepting the United States commissionership of education is to extend warm greetings to the National Congress of Parents and Teachers and to express the hope that our partnership in education will be strengthened and made even more fruitful during my term of office.

For many years, as a parent and an educator, I have been interested in this great and unique association of parents and teachers, which has been responsible for so much of the understanding and progress necessary to the schools in a democracy. I agree most heartily with the aims and objectives of the National Congress. I shall encourage and support your activities. I shall look to you for advice and counsel. I shall call upon you for help in the common challenges which face us.

Today we can be encouraged as together we meet new educational problems of unprecedented magnitude and complexity. These problems are known to all of us—the shortage of well-qualified teachers, the lag in essential educational facilities, overcrowded classrooms, “double-session” students, inadequate salaries for teachers, and the many ills caused by the turbulence of the times.

WITHIN THE PROFESSION of teaching itself we are conscious of many lacks—the limited application of educational research, the uneven teaching of the fundamental skills and understandings, the need for greater attention to the social sciences, the humanities, and the fine arts, the necessity for more adequate guidance and a deeper insight into how a child grows and learns. Every parent, every community, every state, and the federal government itself must manifest an increasing interest and concern in these matters that so vitally affect our

On January 31, 1961, President Kennedy appointed to the important post of U.S. Commissioner of Education the distinguished scholar Sterling M. McMurrin, who came to the Office of Education from the University of Utah, where he was academic vice-president. Dr. McMurrin is co-author of two books on philosophy, Contemporary Philosophy and A History of Philosophy, and author of numerous articles on philosophy and religion.

Since the National Congress of Parents and Teachers has always worked closely with the U.S. Office of Education, we are happy to present to our readers some of the new commissioner's views on education.

security and our well-being as a society of free people.

There is need today to examine fresh ideas and new approaches. We cannot stand still. We must go forward to new frontiers in education just as we must in an expanding conception of democracy. We must recognize that we are in the midst of a social and technological upheaval that has affected our daily existence, our economics of living and the span of our lifetimes.

I AM ASSUMING the responsibilities of the commissioner's office with certain convictions which, I am positive, are shared by many members of the National Congress of Parents and Teachers. Let me state some of them:

- We must press forward more vigorously for an educational program that will actualize the potentialities of every individual and achieve the maximum well-being of the nation. This must be done without regimenting the individual and in a manner consistent with the tradition of American freedoms.

- Desegregation must move forward in accordance with the law of the land. I recognize the difficulties inherent in changing a system that has been rooted in our culture and economy for many years. However, I am optimistic about the eventual outcome because of the many notable instances of desegregation that clearly indicate the capacity of the Ameri-

can people to observe both the spirit and the letter of the law.

- The improvement of our instruction and the quality of our education—from elementary school through college—must be strengthened and invigorated. We must demand from both students and teachers their best efforts. We must have greater rigor and tougher application at all levels in order to achieve the proper ends of education and guarantee excellence in our society.

TO CARRY FORWARD such objectives, there must be, first, a constantly strengthened educational partnership between local communities, the states, and the federal government. There must be, too, a strengthened partnership of purpose, progress, and determination among the residents of every school district. As a nation of free people encouraging men everywhere to be free, we must protect our individual freedom by strengthening our collective freedom. Only in this way can we protect our national security and our individual well-being. Only in this way can we bring to pass the American ideal of equality of educational opportunity for every child in the land.

I look forward to a particularly happy association with the National Congress of Parents and Teachers because of the objectives, the challenges, and the understandings that bind us together in a common effort.

A NEW PHRASE is rapidly invading the arena of educational controversy, with as many advocates and interpretations as the fashionable "life adjustment" of a few seasons back. This latest addition to our general vocabulary is most often labeled the "ungraded" school, although some people prefer to use the word "nongraded" or "multigraded."

To some parents and educators any hint of an ungraded school suggests the much maligned progressive method of the 1930's and an attempt to sell the public on an "easy" school. To others any school plan that upsets the neat pattern familiar from their childhood, or departs from the tried-and-true, constitutes a threat.

The essence of the ungraded school is a plan to group youngsters on the basis of age, certain abilities, and other related factors and then let them move ahead at their own speed. Such a built-in flexibility enables a youngster not only to work with his own class and teacher but to cross the hall and work with another class—in arithmetic, for example—where there may be a better match for his capacity.

Will your child be better off if he moves in a graded-school harness or if he trots ahead at his own speed? You'll be interested in an educational concept that is old-fashioned or revolutionary, depending on how you look at it.

Now
It's the

Ungraded School

Permitting children to move along at their own pace suggests that Able Alice may tackle third-grade arithmetic even though she is officially listed as a second-grader. Up to this point allowing children to pace themselves is not a radical departure. But go one step further and suggest that grade-level names be dropped, and the roof falls in.

Critics demand, "Why can't you do all the things you say the ungraded school will do without dropping the names?" The appeaser's way out is to agree that this is possible. But to the purist, erasing the names that designate artificial steps in the regimented school ladder is basic to the viewpoint inherent in the ungraded school plan.

The ungraded idea is not new, although present-day versions of the plan are hardly more than a decade old. The much revered red schoolhouse of another generation was ungraded as a matter of practical convenience. A single teacher handled a wide age span of youngsters with the deftness of a circus ringmaster and was not hampered by specific grade-level requirements. The ungraded school of today,

© Photograph by Harold M. Lambert



however, is not a complete return to the red schoolhouse, with its memory mill and rote learning.

The step-by-step graded ladder found in elementary schools today was copied from European schools. Even before the turn of the century, the packaging of just so much of the three R's into eight well-defined installments appeared to be an efficient way to adapt the schools to their expanding population.

Development of this school pattern had its share of doubting Thomases, too. At a recent national meeting of schoolmen where the ungraded plan was being discussed, one gray-haired classroom veteran reminisced whimsically, "I came from a small seacoast community in Maine. I can still remember the furor caused in town when the school board announced its decision to move into the graded-school plan."

Making the grades

The graded school, in its effort to be efficient, has set up a series of fences graduated in height. Youngsters are expected to hurdle one of these fences at the end of each school year. If little Henry does not complete all the work of his grade (and this work load has been preconceived by adults), down comes the chalk-dust curtain, and he does not pass.

In the minds of many adults there is such a human creature as a "first-grader" or a "sixth-grader," with his own neatly wrapped dosage of work carefully prescribed. Since this viewpoint has been well entrenched, a great deal of hard selling is necessary to convince parents and some classroom teachers that children cannot be aligned in tidy compartments like eggs in a carton. True, parents and educators regu-

larly solemnize the tired educational jargon that "we must recognize individual differences." Yet when someone suggests an ungraded primary program for youngsters in the first three years of school, which is a means of translating that theory into practice, a high wall of resistance is often hastily constructed.

Consider the business of teaching children how to read in the conventional graded school. Many people still believe that when a class of first-graders starts out at the beginning of the school year it follows a procedure something like this: All the children begin together on page one of the preparatory reading book (usually called "readiness material"). They progress page by page together through it and through the other readers assigned to the first grade. Then, still pretty much together, they finish up at the end of the school year on the last chapter in the advanced first-grade reader. The whole class is expected to be ready to tackle the second-grade reader together the following September.

This view of how reading, arithmetic, spelling, and other subjects should be taught has been induced by strict adherence to the graded-school lock step. Actually it's a common daily observation, both at home and at school, that not all children at a given step in the age- or grade-level ladder are alike in their capacity to undertake the job assigned. In a typical first grade, for example, there is often as much as a four-year span in ability to read.

Ready or not, here they come

Some youngsters come to the first grade able to proceed to the regular reader with little readiness preparation. Others may take until Christmas to reach the point where they read the printed word with understanding. Still others may barely reach this point by the end of the first grade. These are all too likely to be classed as "dumb Johnnies" and may be left behind to repeat the first grade.

The reason "why Johnny can't read" these days is quite likely to be a matter of readiness, or maturity, coupled with unrealistic expectations, rather than low intelligence or ineffective teaching. Having a child repeat the first grade because he is unable to read at par for that grade is rarely justifiable. His reading will probably improve, but chances are it would improve anyway. Most slow starters ordinarily blossom out by the middle of the second year and are able to hold their own without being left behind. Repeating a grade at this point can label a youngster as a failure at a time when his school career is just getting under way. The ungraded school seeks to erase some well-established, artificial obstacles placed in the way of individual progress without impoverishing standards. It provides a flexible span of learning time for each child.

What does an ungraded school look like inside? Some observers are sure that turmoil is the rule of



ALBERT R. BRINKMAN

the day. On the contrary, the ungraded school uses the same textbooks and has the same kinds of desks and blackboards found in the graded school. Classroom bulletin boards display the children's artwork as well as arithmetic and spelling papers marked with "100." If the observer stays long enough he will note that the teacher has set certain standards of achievement. But these expectations of accomplishment are geared to the potentialities of the children rather than to some master plan defined in terms of a yearly allotment of work.

The big difference is in the approach to grouping youngsters for more efficient teaching and learning. The fifth-grade teacher in the ungraded intermediate school (which includes fourth-, fifth-, and sixth-year children) understands that when the geography of Brazil is the task at hand, all thirty pupils cannot be expected to come up with the same answer in the same way at the same time. She knows that they will learn at varying rates of speed and comprehension. Of course, to obtain a carbon-copy response from the whole class the teacher need only devise a series of questions requiring one-word answers. But this is not learning, though it may be easy teaching. Kindling the embers of inquiry and sparking youngsters in the class to go off in various directions at their own pace is hard work. The success of the ungraded design, as in any technique of school organization, depends upon understanding, adaptable teachers.

The reluctant—and their reasons

Professional resistance to an ungraded school is often the major hurdle for the schoolman to surmount. To the traditional teacher, long wedded to a given set of textbooks for a particular grade or subject, any invasion of the work province at the next grade level suggests a breach of professional ethics. "But what will Miss Quincy teach next year if I start on that work now?" is the usual question.

A feature of many ungraded plans that may bother some teachers and parents is the practice of having the same primary teacher stay with her class for more than one year. Yet giving the teacher time to watch the progress of individual pupils has many advantages, which ordinarily outweigh the fear that youngsters may be denied exposure to another adult or be trapped in an unchangeable personality conflict.

Parents' opposition to an ungraded plan stems largely from the various methods of grouping children according to the needs and capacities of each. While many parents endorse the idea of classifying children on the basis of age or ability, they hold back when the moment of truth about their Bruce or Sally has to be faced. Their pride is wounded if their child is assigned to any but the "best" group.

Some adults are concerned too lest the grouping of children bring about a social-class alignment in the schoolroom. Couldn't an ability grouping scheme,

they wonder, result in a personal contest between the suburbanite youngster and the child who lives down by the railroad tracks? But perhaps these apprehensive parents forget that a high I.Q. or a special kind of talent is not the exclusive property of those with the best addresses.

To dispel certain overtones of mistrust or misunderstanding about the ungraded school, I believe the adjectives "ungraded" or "nongraded" should be dropped. Some people completely misinterpret them and classify the ungraded school as one designed to educate mentally retarded children. Another reason for omitting these descriptive words is that they undeservedly suggest an erosion of standards. The "primary" school, as it refers to that block of work ordinarily undertaken in the kindergarten through the third grade, may be a more acceptable term. At the same time the "intermediate" school may be devised to describe the block of work traditionally covered in grades four through six.

A related value of the ungraded school is its inherent facility to accommodate the more able youngster without some of the perils of "skipping." Though such a youngster goes ahead at his own speed within the three-year block of time, the teacher makes sure that in his bounding-ahead he does not neglect perfecting certain skills—the mechanical skill of handwriting, for instance.

The reader may now have one last doubt. What happens if a child in an ungraded school transfers to a conventional school? Actually this is no problem. Each child's academic record includes the results of standardized achievement tests, given at least once a year. These test scores, together with teachers' estimates, a list of the textbooks and materials the child has mastered, and other data, make it an easy matter to place him at the proper level in a graded school.

"No pigeonhole for our pigeon"

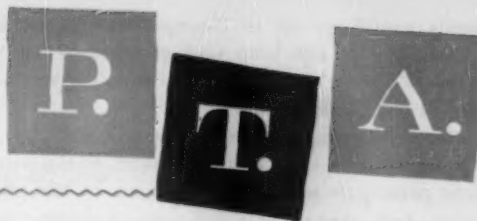
Regardless of the name used, we should remember that schools are for children. What a plan of organization can do to provide flexibility for children to stretch their minds and to break down the many restrictive barriers to individual progress is the heart of the matter. The pattern for the future should be some form of school program without a hard and fast academic lock step that disregards what has been discovered about how children grow and learn.

A visit to a school where an ungraded plan is in operation and where grade-level labels are deemphasized will reveal a noticeable twinkle in the eyes of youngsters and teacher. Here you will still see "Men at Work," but with the enthusiasm of those not bound by a regimented program.

Albert R. Brinkman is superintendent of schools at Dobbs Ferry, New York. His many published works deal with a wide range of educational problems.

Keeping Pace

with the



First-class Performance

"Bringing home and school into closer relation" is no problem for the P.T.A. of Variety School, Las Vegas, Nevada. Its membership regularly each year reaches 100 per cent. These dedicated, devoted members are parents of children who are deaf, blind, or otherwise physically handicapped; mentally retarded; or emotionally disturbed. All pupils are referred to Variety School from the Clark County public school district.

Variety School was started nearly ten years ago by the local Variety Club, a welfare organization composed of people in the entertainment industry who want to help handicapped children.

After the first year the school was taken over by the county school district, though Variety Club continued to help. Now the school serves eighty or ninety pupils a year. It provides a full-time physical therapist (the P.T.A. health chairman) and a full-time social worker (the P.T.A. family life chairman). In addition, it maintains a consultative clinic with periodic visits by a pediatrician, a neurologist, an orthopedic surgeon, and a psychiatrist. Classes are small—never more than ten pupils per teacher.

The P.T.A. aids and supports all the school's activities and reinforces its plan of coordinating the pupils' education at home and at school. No one will be surprised to learn that Mrs. John Long, president of this P.T.A., is blind. Mrs. Long has a record extending over many years for worthwhile community work. So far as we know she is the only blind P.T.A. president in the nation.

Getting Up Steam

Early morning commuters waiting to board their trains to New York City from Syosset, Long Island, were pleasantly surprised not long ago to be offered doughnuts and steaming coffee by P.T.A. members. Along with this second breakfast each commuter got a letter-writing packet and a request that he use it to write a letter on the train—a letter to a state legislator, urging him to support adequate state aid to public schools.

It was a windy, rainy day (which only made the refreshments more welcome), but despite the weather some women garbed in outmoded gowns climbed on top of an old-fashioned buggy to remind the com-

muters that the existing state-aid program was as "outdated as the horse and buggy."

At the other end of the line, at Pennsylvania station in New York, another group of P.T.A. members waited to collect the letters and also to encourage other citizens to write letters to congressmen. Stationery and stamps were available. Here too, as we see in the photograph, commuters willingly took to the whole idea, which was conceived and carried out by the twelve units of the Syosset Council of Parent-Teacher Associations.

The project got wide publicity in the *New York Times* and other newspapers. P.T.A. leaders felt they had succeeded not only in getting many letters written but also in creating better public understanding of the need to update the basic state-aid formula.



© The New York Times

Getting the Drop on Dropouts

Dropouts were becoming a serious problem at George Washington School (a combined elementary and high school) in Chicago. Anxious members of the Washington P.T.A. felt this was as much a responsibility of parents as of the school itself. Hence they decided to hold a community-wide meeting, at which a well-known educator would bring the whole subject into the open.

The big question, however, was how to make sure of reaching the parents who most needed to hear about the drop-out situation. So the P.T.A. went to all the elementary principals from whose schools

pupils would go on to George Washington High School. For, as has been said so often, if we want to locate potential high school dropouts, we should start in the grade school.

The principals, glad to help, worked closely with their own P.T.A.'s to "get the message" to the parents. Some principals sent personal letters to the pupils' homes. And some asked eighth-graders to write letters to their parents. ("As I am going to high school very soon," wrote one girl, "I think you should know something about the very important problem of dropouts.")

The crowd that gathered on the night of the meeting was not only large but warmly interested. With the cooperation of school administrators, the George Washington P.T.A. had begun an effective attack on a crucial educational problem.

Kansas City Canvass

How much do you know about the radio and television programs people like and dislike in your community? "Plenty," the residents of the Kansas City area can reply since the close of "Operation Mailbag" last January. This project was carried on by the Kansas City Council of Parent-Teacher Associations and the Radio and Television Council of Greater Kansas City. The aim was to learn the listening and viewing preferences of children, parents, and teachers so that local radio and television stations could use those opinions as guides in future program planning.



Radio and TV chairmen of each P.T.A. collected letters from people who wanted to air their opinions. Ingeniously designed mailbags were used in the collection process, as witness those in the photograph (exhibited by Mrs. Lyle Ross, chairman of the project,

and James Hazlett, superintendent of schools). More than five thousand letters were received from citizens of all ages.

In addition to listing specific preferences in radio and TV programs, the five thousand letter writers—from young children to grandmothers—expressed their views on programs in general and on such matters as bad taste in commercials and good taste in educational TV offerings. All constructive suggestions and comments were assembled by the Radio and Television Council and placed on file for use by local radio and TV stations, along with the tabulated ratings of the various TV and radio programs mentioned by the letter writers.

Going Beyond the Blue Ribbon

There were unusual awards in store for the first-prize winners in the science fair for seventh- and eighth-grade pupils, sponsored by the Calf Pen Meadow P.T.A., Milford, Connecticut. In addition to the customary blue ribbon, each top winner was treated to a full day's visit at a science laboratory related to his special interests. For instance, the winner in animal biology visited the Marine Biological Laboratory, U.S. Bureau of Fisheries, Fort Trumbull, Milford. The plant biology winner toured the botany department of Yale University. The earth-science winner enjoyed a visit to the Soils and Climatology Department of the Connecticut Agriculture Experiment Station in New Haven, Connecticut. The space and astronomy winner was the guest of an aircraft corporation at Norwalk, Connecticut.

The P.T.A. hopes these experiences will help the youthful scientists gain an insight into the work being done in their respective fields and an enthusiasm for helping to carry on that work.

How To Build a School

If Ashland, Ohio, has a new fourteen-hundred-pupil senior high school, it may well thank the Ashland Council of Parent-Teacher Associations, for P.T.A. leaders had much to do with making the dream of a new school come true. To obtain the money for the school a bond issue was necessary, and who knows better how to promote bond issues than the P.T.A.? Parent-teacher members got out educational literature informing local citizens of the pressing need for the new facility; they walked and talked to bring this literature to individual citizens' eyes and ears; they volunteered through the local speakers' bureau to give talks at public gatherings. Result: The bond issue was passed.

The new building is another monument to the zeal and effectiveness of P.T.A. effort and leadership in bringing the best in education to the young people of a community.

Tooth Wisdom

*Richard E. Jennings, D.D.S., and a committee
of the American Society of Dentistry for
Children here answer some oft-heard queries
regarding children's dental health.*

How old should my child be when I first take him to the dentist?

Not older than three. Several surveys of children's teeth have shown that approximately half of all children will have some tooth decay during their second year.

How can I prepare him for his first visit to the dentist?

Treat the event casually, like a call on a friend or any other routine experience, without any particular emphasis or an involved explanation. Children are not afraid of dentists unless they pick up the fear from grown-ups, brothers and sisters, or other children. Taking the child to the dentist at an early age, before any extensive treatment is necessary, will give him a chance to know his dentist as a good friend.

Should X rays (radiographs) be taken of children's teeth?

Yes. That's how the dentist can discover disease conditions early and also make sure the child's permanent teeth are developing normally. Routine radiographs at recall visits are also very important in checking on cavities. A cavity can penetrate to the nerve chamber of a primary tooth very quickly because of the relative thinness of the layers of enamel and dentin.

How often should I take my child to the dentist?

It's difficult to make a definite rule. Children vary in mouth cleanliness and susceptibility to tooth decay. In general, a child should have a dental examination at least every six months, or as often as the dentist suggests.

What causes tooth decay?

Certain bacteria, or germs, in the mouth act on sugar to produce an acid that decays or dissolves certain portions of a tooth. The result: a cavity.

Can anything be done to prevent tooth decay?

In the first place, the large number of decay-producing germs in the mouth can be reduced by filling all cavities.

Second, the amount of acid these germs produce can be reduced by cutting down on the sugars in the child's diet. Replace the soda pop, candy, and sugar-filled desserts with fresh fruit, popcorn, peanuts, or other foods low in sugar content.

Third, teach the youngster to brush his teeth immediately after each meal. A thorough brushing removes food particles that might otherwise remain in the mouth and favor the production of acid. Also it will reduce the number of germs in the mouth.

Finally, many dentists apply a fluoride solution to children's teeth because such a solution will make the teeth more resistant to the decaying acid. Dentists often recommend re-application of the fluoride solution at suitable intervals to include teeth that have recently erupted.

If my youngster will probably be losing one of his baby teeth in a few weeks or months, is it necessary for the dentist to fill a cavity in that tooth?

Most certainly. Since decayed teeth harbor large numbers of bacteria that are involved in the decay process, the number of these bacteria cannot be reduced without removing this decay. When the child is still shedding his primary teeth, new permanent teeth in the mouth may be quite susceptible to these decay germs.

Is it true that early loss of baby teeth can cause the permanent teeth to be crooked?

Definitely yes. When a baby molar is lost prematurely, nearly always the tooth immediately behind it will shift forward, closing the space. Thus there will be inadequate room for the permanent tooth when it comes. We can think of a baby tooth as reserving a space in the jaw for the later permanent tooth.

Which is better, to leave a dead primary tooth in the child's mouth or to have it removed and a space retainer put in its place?

Only a dead tooth that has been treated by a dentist to prevent abscess formation should be allowed to remain in the mouth. An abscess infec-

tion would be injurious to the child's general health and would also probably damage the permanent tooth growing beneath this infected primary tooth.

Suppose my youngster falls and bumps one of his teeth. Should I take him to the dentist?

Yes, immediately. Even if the crown of the tooth has not been injured in the accident, the nerve or the supporting tissues may be damaged. It is important to the child's dental health that the dentist be promptly informed of all accidents of this nature. He will want to take radiographs and make a thorough examination of the injured tooth.

My child's front baby tooth has turned dark. Should anything be done about it?

This tooth should be examined by a dentist, since the discoloration indicates that sometime in the past it has received a blow. The darkening may not be serious, but it could be a sign that the tooth needs treatment.

Will fluoride in the community water supply help prevent decay?

Yes. The proper amount of fluoride in the water supply will prevent about 60-65 per cent of tooth decay. About 46 million people in the United States now drink water with approximately this amount of fluoride. (Practically all water has fluoride in it—some too much, some not enough.) For best dental results the fluoride content of the water supply should be adjusted to approximately one part fluorine per million parts of water. The National Congress of Parents and Teachers has recommended this adjustment as a sound dental health procedure. For full benefits children should drink the water from birth.

How can I make sure my child's teeth will be sound and healthy?

(1) Provide a good diet without excessive sugar. (2) Have him brush his teeth correctly at the proper times. (3) Be sure he has the benefits of fluorides. (4) See that he has early and regular dental care.



© A. Desaney

Heroes ...

Tall

FRANCES A. SULLIVAN

Chairman, National Congress Committee on Reading and Library Service

THE CHOICE OF A HERO is for each child a personal one; it is not something we can make for him. This does not mean, however, that his parents and other adults in his life will have no influence on his choices. Parents are a child's first heroes. It is at home, too, that he meets many of the television personalities and the book friends that he may decide to admire and to imitate.

Finding good television programs with worthy heroes for children to watch is not an easy thing to do. They are still few and far between. In the field of children's books, however, there is a wealth of fine material for all ages. "Keeping high company with the hero of our choice," says Josette Frank, "is a rich and felicitous experience—an experience no child should miss."

To a small child a book hero may be a human being, an animal, or a machine. Important qualifications are that the hero be brave, strong, and clever, since a child's own size and age limit the things he can do. The youngster revels in the achievement of Mike Mulligan and his beautiful red steam shovel, Mary Anne, when they dig a cellar for the new town hall in just one day. He admires the resourcefulness of Mr. Small, who knows how to keep his little train oiled and polished, how to make a safe landing when his airplane engine stops dead, how to repair the kitchen sink, and how to read a bedtime story to his children. When Danny, the small boy in *Ask Mr. Bear*, wants to get a special birthday present for his mother, he is not afraid to go into the woods alone. Jonathan, young hero of *The Bears on Hemlock Mountain*, is afraid of the bears he meets on his way home, but he uses his head, and hides under the big iron pot he has borrowed from his aunt.

Sometimes children choose for heroes characters who do what they would like to do if only they were allowed to, rather than those who follow the prim and proper path that wins parents' approval. Peter Rabbit is such a one,

disobeying his mother and having to take his punishment—bed and camomile tea—while Flopsy, Mopsy, and Cottontail have bread and milk and blackberries for supper. Pinocchio, as soon as his hands are carved, grabs the wig off Geppetto's head, and he runs away the minute he has feet. Winnie the Pooh is a "bear of no brain at all" but a favorite with all children who know him.

Children's choices

When little girls reach the fairy-tale age, usually somewhere between six and nine, most of them dream of becoming a princess—beautiful, talented, witty, and wise. Boys the same age will admire the youngest son in many of the tales—a prince or a peasant lad who outsmarts his brothers to find a treasure, kill a giant, or perform whatever feat is necessary to win a princess. From these deeds of derring-do it is but a short step to Robin Hood and the knights of King Arthur's Round Table.

May Hill Arbuthnot believes that of these two hero cycles *Robin Hood* is the children's favorite. "It may not be the loftiest epic, nor Robin Hood the noblest hero, but his mad escapes, his lusty fights, his unfailing good humor when beaten, his sense of fair play, and above all, his roguish tricks and gaiety practically define 'hero' for children." The King Arthur stories appeal to more mature readers. "It is the gentleness and beauty of these stories and the idealistic character of King Arthur and his knights which sometimes furnish children with their first idea of strength in gentleness, of power that comes through disciplined restraint."

Ever since the days of James Janeway, with his story of thirteen good little children who spent their time trying to reform and improve everyone they met, children have been uninterested in such militantly moral tales. They prefer to learn their lessons and solve their problems with

or Small?



people like Tom Sawyer. Tom was never a model child, but he did stand by his friends, keep his word, and protect those weaker than himself.

Many of us have a warm memory of the happy times we spent with the four March girls—Meg, Jo, Beth, and Amy—in *Little Women*, a story of family life that will never go out of date because the people in it are so real. In the pages of this book some children actually experience their first emotional contact with death and its effect on a family. It is never easy to discuss death with children, and often we wait too long—until a member of the family or a dear friend dies. How much better to prepare children for this inevitable happening by a gentle encounter in a book! When Lucinda's friend Trinket dies in the book *Roller Skates*, the doctor's explanation gives Lucinda comfort and a sense of the awe and mystery of death. The tears that may fall on these pages will have far more meaning for a child than all the bodies that slump to the floor in a rain of bullets in TV westerns.

The heroic mold

Children identify themselves with the characters in the books they read, face their problems, and reach solutions with them. Jo March found it hard to be a lady. She would much rather have been a boy. Caddie Woodlawn, in the book by the same name, was as wild a little tomboy as ever lived in pioneer Wisconsin—and brave enough to warn her Indian friends when she thought the white settlers were going to attack the Indian camp. Kate in *The Good Master* grows from a spoiled brat into a fine person during a year spent on her uncle's farm in Hungary. Johnny Tremain learns to live with himself and the physical handicap he receives at the hands of some boys whom he has bullied. Rudi in *Banner in the Sky* finds that two wrongs do not make a right as he gives up a

cherished dream to stay with a ruthless enemy who has been injured. Good books like these can be a resource for developing courage, loyalty, kindness, respect for others.

In the Newbery award book for this year, *Island of the Blue Dolphins* by Scott O'Dell, boys and girls will learn how it feels to live alone for a long time, to be forced to depend upon oneself for everything. When Karana swims back to the island to be with her little brother, she expects a boat to come for them in a short time. But her brother is killed by a pack of wild dogs, and she spends the next eighteen years in a constant struggle "to survive against loneliness, hunger, animal and human enemies, and the forces of nature." Yet she discovers beauty in nature, makes friends with the birds and animals, and finds a measure of happiness. Here are quiet courage, resourcefulness, serenity, and greatness of spirit in a heroine not easy to forget.

Laura and Mary, special friends of all the boys and girls who have read the *Little House* books, loved to listen to Pa tell stories about the things that happened when he was a boy. This great interest children have in people and what they do makes biography almost as popular as fiction. Getting acquainted with people like Amos Fortune, Thomas Jefferson, Narcissa Whitman, Ralph Bunche, Helen Keller, or Albert Schweitzer can stir the reader's imagination and heighten his idealism. They are fine company for children—these people who have used their heads, their hearts, and their hands to help mankind. They are heroes that stand tall and will help children stretch as they grow.

Take time during the summer months to share books with your children, to get into the family reading-aloud habit. The discussions that accompany the sharing of a good book will help you know your children better, help them to understand you.

Books Mentioned in the Article

Adventures of Pinocchio, by C. Collodi.
Adventures of Tom Sawyer, by Mark Twain.
Amos Fortune, by Elizabeth Yates.
Ask Mr. Bear, by Marjorie Flack.
Banner in the Sky, by James R. Ullman.
The Bears on Hemlock Mountain, by Alice Dalgliesh.
Caddie Woodlawn, by Carol R. Brink.
The Good Master, by Kate Seredy.
The Helen Keller Story, by Catherine O. Peare.
Island of the Blue Dolphins, by Scott O'Dell.
Johnny Tremain, by Esther Forbes.
The Little Airplane, by Lois Lenski.
Little House Books, by Laura I. Wilder.

The Little Train, by Lois Lenski.
Little Women, by Louisa M. Alcott.
The Merry Adventures of Robin Hood, by Howard Pyle.
Mike Mulligan and His Steam Shovel, by Virginia L. Burton.
Narcissa Whitman, by Jeanette Eaton.
Papa Small, by Lois Lenski.
Ralph J. Bunche, by J. Alvin Kugelmass.
Roller Skates, by Ruth Sawyer.
The Story of Albert Schweitzer, by Jo Manton.
The Story of King Arthur and His Knights, by Howard Pyle.
Tale of Peter Rabbit, by Beatrix Potter.
Thomas Jefferson, by Clara I. Judson.
Winnie-the-Pooh, by A. A. Milne.

NOTABLE BOOKS OF 1960

Books in the following list were selected by the book evaluation committee of the Children's Services Division of the American Library Association. From this brief, basic list go on to *Let's Read Together: Books for Family Enjoyment* (a publication of the American Library Association and the National Congress of Parents and Teachers) as another means of finding books for summer reading.

ABC, by Bruno Munari. Illustrated by the author. World, \$3.50.

America Moves Forward; A History for Peter, by Gerald W. Johnson. Illustrated by Leonard Everett Fisher. Morrow, \$3.95.

Baboushka and the Three Kings, adapted by Ruth Robbins. Illustrated by Nicholas Sidjakov. Parnassus, \$2.50.

The Bearcat, by Annabel and Edgar Johnson. Harper, \$2.95.

Bedtime for Frances, by Russell Hoban. Illustrated by Garth Williams. Harper, \$2.50.

The Blue Boat, by William Mayne. Illustrated by Geraldine Spence. Dutton, \$2.95.

Brady, by Jean Fritz. Illustrated by Lynd Ward. Coward-McCann, \$3.50.

Castaways in Lilliput, by Henry Winterfeld. Translated by Kyrill Schabert; illustrated by William E. Hutchinson. Harcourt, \$3.00.

Caxton's Challenge, by Cynthia Harnett. Illustrated by the author. World, \$3.95.

The Challenge of the Sea, by Arthur Charles Clarke. Illustrated by Alex Schomburg. Holt, \$3.95.

Chendru: The Boy and the Tiger, by Astrid Bergman Sucksdorff. English version by William Sansom. Harcourt, \$3.25.

The Cricket in Times Square, by George Selden. Illustrated by Garth Williams. Ariel, \$3.50.

Devils' Hill, by Nan Chauncey. Illustrated by Geraldine Spence. Watts, \$2.95.

A Dog on Barkham Street, by Mary Slattery Stolz. Illustrated by Leonard Shortall. Harper, \$2.50.

Dwarf Long-Nose, by Wilhelm Hauff. Translated by Doris Orgel; illustrated by Maurice Sendak. Random, \$2.95.

A Fruit Is Born, by Jean Michel Guilcher and Robert Henri Noailles. Sterling, \$2.50.

Going Barefoot, by Aileen Lucia Fisher. Illustrated by Adrienne Adams. Crowell, \$3.00.

The Golden Footprints, by Taro Yashima and Hatoju Mukku. Illustrated by Taro Yashima. World, \$2.95.

Greek Gods and Heroes, by Robert Graves. Illustrated by Dimitris Davis. Doubleday, \$2.95.

Grishka and the Bear, by René Guillot. Translated by Gwen Marsh; illustrated by Joan Kiddell-Monroe. Criterion, \$2.75.

The Happy Days, by Yong-ik Kim. Illustrated by Arthur Marokvia. Little, \$3.50.

Heather and Broom, edited by Sorche Nic Leodhas. Illustrated by Consuela Joerns. Holt, \$3.25.

The Iliad of Homer, retold by Barbara Leonie Picard. Illustrated by Joan Kiddell-Monroe. Walck, \$3.50.

Inch by Inch, by Leo Lionni. Illustrated by the author. Obolensky, \$3.50.

Island of the Blue Dolphins, by Scott O'Dell. Houghton, \$2.75.

Knight's Fee, by Rosemary Sutcliff. Illustrated by Charles Keeping. Walck, \$3.50.

The Little Tiny Rooster, by William Lipkind and Nicholas Mordvinoff. Illustrated by Nicholas Mordvinoff. Harcourt, \$3.25.

Map Making, the Art That Became a Science, by Lloyd Arnold Brown. Little, \$4.75.

Meet the Austins, by Madeline L'Engle. Vanguard, \$3.00.

Old Mother Hubbard and Her Dog. Illustrated by Paul Galdone. Whittlesey, \$2.25.

Old Ramon, by Jack Warner Schaefer. Illustrated by Harold West. Houghton, \$2.50.

The Secret Hiding Place, by Rainey Bennett. Illustrated by the author. World, \$3.00.

The Secret Language, by Ursula Nordstrom. Illustrated by Mary Chalmers. Harper, \$2.75.

The Shoemaker and the Elves, by Jakob and Wilhelm Grimm. Translated by Wayne Andrews; illustrated by Adrienne Adams. Scribner, \$2.95.

The Singing Cave, by Ellis Dillon. Illustrated by Stan Campbell. Funk, \$2.95.

The Sleeping Beauty, by Jakob and Wilhelm Grimm. Illustrated by Felix Hoffmann. Harcourt, \$3.50.

Terrible, Horrible Edie, by Elizabeth Choate Spykman. Harcourt, \$3.25.

This is Rome, by Miroslav Sasek. Illustrated by the author. Macmillan, \$3.75.

Torrie, by Annabel and Edgar Johnson. Harper, \$2.75.

The Walls of Windy Troy: A Biography of Heinrich Schliemann, by Marjorie Braymer. Harcourt, \$3.50.

The World of the Pharaohs, by Hans Baumann. Translated by Richard and Clara Winston. Photos by Albert Burges; drawings by Hans Peter Renner. Pantheon, \$4.00.

TB still strikes thousands of Americans every year. Each case is a separate tragedy, more heart-rending because it might have been prevented. Who could have prevented it? You.

LET'S WIPE OUT TB

Now

FLORENCE B. BENELL

THE DAY BEFORE CHRISTMAS 1960 the young father of six small children entered a hospital in the Middle West. Instead of playing Santa Claus, as he had planned, he was forced to be cut off from his family on Christmas Day. His physician had insisted on isolation, for the diagnosis had been—TB.

Why did tragedy strike this father? Why do we still have tuberculosis in this age of great medical and scientific achievement? According to the U.S. Public Health Service there are about 250,000 active tuberculosis cases in the United States today. Although the total number of cases in the nation is decreasing, increases are being reported in some of our large cities. No question about it; we still have too much tuberculosis in our country. And why?

We know what causes TB—the mycobacterium tuberculosis, a microscopic rod-shaped bacterium. We know how the disease is transmitted—by direct or indirect contact with a person who has active TB. We know how to cure most cases—with modern drugs (chemotherapy), hospitalization, bed rest, surgery when needed, good food. To discover it early, we take chest X rays in mobile units, X rays at work, X rays in the hospital. We give tuberculin skin tests to school children, to assist both in case-discovery programs and isoniazid-prophylaxis programs. We find cases of TB. We treat TB. Yet we still have TB with us. Why?

Because all too many people are complacent about the serious nature of this disease. Because too many people feel it's someone else's disease and someone else's concern. Are not TB sanatoria closing? Doesn't this mean TB is on the way out?

We need to change this attitude. We need to awaken people to the necessity for concerted action now, so that we may once and for all wipe TB off the face of the map. Never before have we had such a wealth of knowledge about this disease. Never before have we had so many drugs available to treat it. Never before have we been able to diagnose it so early, through mass X-ray surveys, industrial X-ray surveys, hospital chest X rays, checkups by private physicians. And never before has the majority of the American public been so well fed, well housed, well clothed. It is easier to cure tuberculosis today than ever before.

High time to hurry

Then why all the urgency about wiping out TB entirely? There are several reasons. First, public interest in discovering unsuspected cases of TB is at a high level. Second, though drugs available today are effective in promoting a full-scale assault on TB, there is a possibility that drug-resistant strains of the bacillus will appear, making present drugs ineffectual. Third, even with modern methods of treatment and a shorter hospitalization period, a TB patient must still spend at least four to eight months in a hospital. This is a long time to be away from family and friends, from a job, from society, a long time to live an isolated, vegetative existence.

Physically, socially, economically, and emotionally TB is undesirable. In 1956 it cost federal, state, local governments—and to a lesser extent nongovernmental agencies—a total of \$725,052,000. How much better to have been able to spend this money on education!

You may say, "All right, I'm sold. Now how do I, a citizen, go about joining the fight to wipe out TB?" The goal is, quite simply, to find and treat every active case of tuberculosis—that is, to kill off all TB bacilli lurking in people. With cattle, when the TB eradication problem came up, the solution was easy: Kill off all tuberculous cattle. With human beings the solution becomes somewhat more complicated.

True, TB control is the responsibility of public health authorities, but they cannot do the job alone. It is, therefore, the type of problem that can best be met through unified community effort, through an active, vigorous, and well-organized TB committee. The local tuberculosis association and local health department can be its bulwarks. In addition to these agencies, the committee will need representation from such organizations as the local medical society, the Trudeau Society, TB hospitals, the chamber of commerce, the regional office of the U.S. Public Health Service, the nurses' association, the council of social agencies, P.T.A.'s, churches, schools, industry, and civic groups.

A committee's commitments

Such a committee might have these purposes:

- To inform everyone in the community of the importance of joining in the fight to eradicate TB.
- To mobilize all public health, medical, nursing, and voluntary-TB-agency resources in an all-out program to find and treat every case of TB.
- To help make TB hospitalization so permissive and pleasant that patients will not go A.W.O.L. or leave

the hospital A.M.A. (against medical advice).

- To ensure complete treatment of each tuberculosis patient—treatment that will include continuous follow-up care after his discharge.
- To provide adequate rehabilitation for TB patients, both during hospitalization and following medical discharge.
- To provide adequate social services for the patient and his family.
- To see that the health department has an efficiently run TB-case registry.
- To maintain a continuous educational program on TB for professional groups as well as the general public.
- To hold periodic TB conferences for community leaders, medical groups, representatives of business and industry, and other citizens.
- To educate physicians about modern chemotherapy for TB, stressing the importance of reporting all cases of tuberculosis to the local health department.
- To have a chemoprophylaxis program, using isoniazid on selected TB skin-test reactors, on children of parents with active TB, and on former TB patients.
- To urge promotion and financing of further research on TB.

Having selected some or all these goals as guides for action, the citizens' committee needs to find its first specific focus. It might, for example, choose to explore these questions: How many of our young people of high school age have TB infection as shown by tuberculin skin tests? From what sources did they pick up their infections? How many of those with positive reactions, showing that they have TB infection, will become actively ill? By tracking down every possible source of infection and seeing that all infected young people are put under treatment, the committee will

have taken one big step toward wiping out the disease in the community.

You might be wondering, What's the difference between active TB, inactive TB, and TB infection? A person with *active TB* is ill; the signs and symptoms of tuberculosis show up in X rays, sputum tests, and medical examinations. The tubercle bacilli are multiplying in his body, forming lesions, usually in the lungs, and thus disabling him. This form of the disease is communicable.

A person with *inactive TB* has been under treatment to the extent that the organisms no longer appear in sputum tests and the lung lesions seem stabilized. Yet he still carries living, though inactive and dormant, bacilli in his body. The disease in this stage is not communicable.

TB infection, as shown by the tuberculin skin tests, indicates that there are living TB bacilli in a person who is not ill and has none of the symptoms of tuberculosis. Of course both inactive and infected cases are in danger of becoming active and therefore need continuous watching. These are the people who should be offered chemoprophylaxis in the form of isoniazid.

Cautions and controls

Gravely dangerous to a community are those patients who have been hospitalized and given modern drugs and then leave the hospital too soon, while their sputum tests are still positive. They can be, in fact, bombs that will disrupt the most careful program of TB control. Some specialists feel that tubercle bacilli which have been reacted on by drugs undergo changes. When transmitted to another person, these bacilli may change to a drug-resistant form, so that treatment with the same drugs will not be so effective. Thus, treating a patient who has

picked up the drug-altered germs can be a difficult and sometimes even a hopeless task. And when there are people in a community who harbor drug-resistant strains of TB bacilli and whose disease is communicable, the situation is a frightening one. An urgent research problem is the necessity of discovering drugs that will act on drug-resistant strains of the TB bacillus. Hence the community committee's final goal—the need to raise funds for further research.

Citizens' goals

Probably the most important part of a TB program is the education of the public. Through schools, churches, organizations, and mass media people need to learn, and keep informed of, facts, attitudes, and practices relating to TB. An understanding community is a cooperative one.

Of course in every community there will be a few persons who are drifters, who are totally uninterested in TB, and who don't even care if they happen to have it. To gain the cooperation of these indifferent, almost non-communicative individuals and, more important, to find and treat TB cases among them, is a real challenge to the entire community.

If every city in the United States would mobilize to promote such a program as has been suggested here, we would unquestionably see the blight of tuberculosis eliminated. But only through concerted action can we hope to take advantage of all our present know-what and know-how. This is, after all, the space age. Let us "jet" together and "nuclearize" all TB now.

Florence B. Benell is assistant executive director of the Illinois Social Hygiene League and a former board member of the Illinois Congress of Parents and Teachers.

TO P.T.A. FATHERS ON FATHER'S DAY, JUNE 18

The PTA Magazine takes this opportunity to wish the millions of men members of the P.T.A. a happy Father's Day. The National Congress has always believed that two parents make a team, that fathers no less than mothers are inestimably important in the everyday rearing and guiding of children. It gives us pleasure, therefore, on this, your day, to record our gratitude and appreciation to you, on whom we depend so constantly and with such well-founded trust.

OPINIONS BY POST

For Safe and Sane Graduations

Dear Editor:

We wish to compliment you on your new magazine cover design. It is truly outstanding. Your articles are fine, and I was especially pleased to see a reprint of your fine presentation of "Let's Stop These High School Graduation Nightmares!" in the *Reader's Digest*.

MRS. RUTH HABERSETZER

Former President, Lebam P.T.A.

Frances, Washington

Dear Editor:

In his article "Let's Stop These High School Graduation Nightmares!" Paul Friggens made the statement, "Wherever I found parents assuming their full responsibility, . . . graduation events are less of a problem." How very truly he speaks! As a graduate of the class of 1960 I am grateful to my parents and to those of my friends for helping us to have a fun, but safe and moderate, celebration on graduation night.

If only parents and community leaders would realize that their responsibility to their teen-agers is not to provide them with senseless indulgences but to stress the common sense that every senior prides himself on having acquired, graduation night would soon cease to be a nightmare:

JANICE RABIGER

Salt Lake City, Utah

Dear Editor:

Though my question is rather remote from the subject matter of the article "Let's Stop These High School Graduation Nightmares!" this was the prod that has forced me to write to you. Would it be possible to have an article on the advisability of children of all ages being in their homes after dark, except when going to and from a proper youth activity?

There are two faces to the problem: (1) All young people need to be protected from possible harm. (2) All young people need to be protected from their own rash impulses when in the anonymity of darkness.

I think of two recent examples locally. A girl on her way home from Lenten service was dragged into a park and assaulted. A group of boys has been driving around town scaring women. One of these boys is now in the hospital on the "poor to critical" list—badly hurt by a woman who had been scared before and decided to carry a gun to and from work.

Probably this is a long festering concern for me. I work in many P.T.A. activities and usually come home between nine-thirty and ten-thirty. I have been continually amazed at the numbers of young people—eight- and nine-year-old boys as well as early teen-age boys and girls—who are wandering aimlessly around the streets on school nights.

Obviously this is an area of parental responsibility. Yet in my own block I am considered overprotective because I insist that my boy and girl come in the house when there is no longer enough light to see a baseball or football.

We like to play games together in the family, so that on most evenings our youngsters don't want to go out. However, I can't help feeling concern for other children who are being endangered or tempted by unreasonable permissiveness.

MRS. C. L. DWELLE

Minneapolis, Minnesota

Two Bows to Bauer

Dear Editor:

I have read the article in the March *PTA Magazine* entitled "Don't Let Tobacco Trap Your Teen-ager," and I feel the space was well used. I am thirty-three now and began smoking when I was about twenty-one. Last July I felt that I had to stop smoking if I ever hoped to reach my chosen goal in life. I stopped, but the smell of smoke around me is a constant reminder. I feel that it is ten times harder to keep from smoking after once quitting than it would be to keep from starting in the first place.

E. W. ZELNER, JR.

Lubbock, Texas

Dear Editor:

An inadequate vocabulary inhibits me from expressing my deep appreciation for the wonderful article "Don't Let Tobacco Trap Your Teen-ager" by Dr. W. W. Bauer in the March issue. I can only say, simply, "Thank you."

Haw River, North Carolina

JOSEPH C. ESTES

Encomiums

Dear Editor:

I like *Time Out for Television* and I especially appreciated the reprints of last year's "Sentence Summaries."

Some of the articles I particularly enjoyed reading in recent issues were "Are We Rushing Children into the Social Whirl?" "The Fourth R—Right-and-Wrong," "Are School-agers Athletics-Happy?" (I agreed with James B. Conant), "No Need To Treat Them All Alike," "Let's Stop These High School Graduation Nightmares," and "Poison in the Home—Beware."

You put out a very excellent magazine. Several neighbors read mine.

MRS. DALE UNDERWOOD

Southard, Oklahoma

Dear Editor:

I am a high school teacher of civics and English. I am very selective concerning magazine reading time, and of the four magazines delivered to my family *The PTA Magazine* is possibly the most looked forward to. I have especially enjoyed the excellent articles concerning world Communism by Bonaro Overstreet.

JAMES B. CHILDS

Shreveport, Louisiana

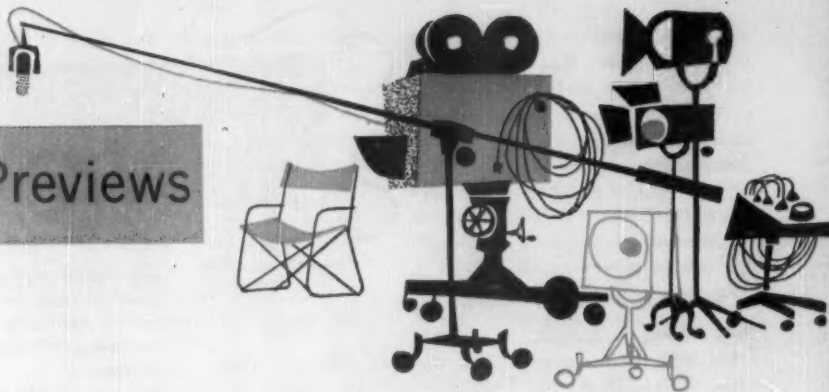
Dear Editor:

I much enjoy your magazine—particularly the excellent TV commentaries, since I am TV columnist for the *Pittsburgh Press*.

FRED REMINGTON

Pittsburgh, Pennsylvania

Motion Picture Previews



PREVIEW EDITOR, ENTERTAINMENT FILMS
ELJA BUCKLIN

FAMILY

Suitable for young children if accompanied by adults

The Fabulous World of Jules Verne—Warner Brothers. Direction, Carl Zewan. This Victorian science-fiction picture uses a new technique—lines drawn on the film to make the scenes look like the steel engravings that illustrated the original editions of Jules Verne's novels. In some cases the effects are interesting, but more often the world of Jules Verne seems all too obviously constructed of papier-mâché, wire, and paint. The plot, about a scientific genius and his assistant who are forcibly transported to a faraway island and there conduct experiments in nuclear fission, provides ample opportunity to depict the fantastic air, sea, and underwater ships imagined by the author. The film has real historical interest and should appeal to most children and young people. Leading players: Lou Tock, Ernie Navara.

Family 12-15 8-12
Entertaining Entertaining Entertaining

The Parent Trap—Buena Vista. Direction, David Swift. Cheers for young Hayley Mills! If one of her is a joy (remember Pollyanna?) two of her are joy compounded. In this happy,



Hayley Mills and Hayley Mills as the twins in *The Parent Trap*.

hilarious comedy Hayley plays fourteen-year-old identical twins who have been separated from birth. They meet accidentally at a summer camp and plot to bring their Boston mother and rugged California father together. The first step, of course, is to switch roles; the next step, to entice the ravishingly beautiful mother (Maureen O'Hara) to California. Complications are added by a predatory young woman's efforts to marry the father. Leading players: Hayley Mills, Maureen O'Hara, Brian Keith.

Family 12-15 8-12
Delightful Delightful Delightful

Romanoff and Juliet—Universal-International. Direction, Peter Ustinov. This comedy, combining satire and romantic fantasy, was written, directed, and produced by one man, who is also its star—the ingenious Peter Ustinov. A modern version of the Romeo and Juliet tale is interwoven with some pungent fun-poking at international cold-war diplomacy. In the mythical country of Concordia the daughter of the U.S. ambassador and the son of the Soviet ambassador fall in love, with no knowledge of each other's parentage. The seemingly star-crossed lovers are aided by the president of the country (Mr. Ustinov), who makes clever use of the couple's predicament to resist foreign aid for his diminutive country and to wage peace against the U.S. and the U.S.S.R. A witty, warm, and—despite an uneven tempo—highly enjoyable film. Leading players: Peter Ustinov, Sandra Dee, John Gavin.

Family 12-15 8-12
Entertaining Entertaining Entertaining

The Silent Call—20th Century-Fox. Direction, John Bushelman. When young Guy and his parents move from their Nevada home to Los Angeles, there is no room in the tiny family car for Guy's beloved pet, Pete (known to movie-goers as "The Dog of Flanders"). Over the boy's heated protests, the dog is left in the care of an indifferent neighbor until the family can send for him. With traditional canine ESP the talented animal escapes and follows the family to California, having many adventures on the way. Equally interesting is the boy's character development as he learns to see beyond his own privation into the difficulties faced by his father and mother. Leading players: Gail Russell, David McLean, Roger Mobley.

Family 12-15 8-12
Entertaining Entertaining Entertaining

ADULTS AND YOUNG PEOPLE

L'Aventura—Janus Films. Direction, Michelangelo Antonioni. An Italian heiress disappears upon a rocky island. Her close friend and her fiancé wander up and down the cliffs searching for her. The two almost immediately fall in love, the girl suffering pangs of guilt. Ultimately the man leaves her for another woman who looks strangely like the missing girl. The slight plot is made up of a series of reflective images whose pattern suggests the director's own detached, ironic, and disillusioned view of society. Leading players: Monica Vitti, Gabriele Ferzetti.

Adults 15-18 12-15
Matter of taste Probably too mature No

The Big Show—20th Century-Fox. Direction, James B. Clark. Set in Munich, this is the story of an ambitious circus owner and domineering father, whose arbitrary treatment of his children almost destroys his entire family. Robert Vaughn is a credible tragic figure as the neurotic rejected son who tries to win his father's approval—even marrying the unlovely daughter

of a rival circus owner so that the two companies may merge. Cliff Robertson plays the attractive, popular son and Esther Williams the American heiress who loves him. An excellent supporting cast, good direction, and good production details. Leading players: Cliff Robertson, Esther Williams, Robert Vaughn, Nehemiah Persoff.

Adults	15-18	12-15
Entertaining	Entertaining	Entertaining

Blast of Silence—Universal-International. Direction, Allen Baron. Accompanied by an off-screen narration in the gravel voice of Lionel Stander, this stark melodrama describes the last big job of a professional killer. As we watch him working out the details of the murder he has been hired to perform—stalking his victim through the streets of Harlem and Greenwich village, obtaining a gun from a grotesque fat man of the underworld, and so on—we are told many times that he is lonely, full of hate, and tormented by vague longings for a better life. Gradually we are led to realize that the killer has had a miserable, parentless childhood. The violent ending, with its three bloody murders, is inevitable. Leading players: Allen Baron, Molly McCarthy, Larry Tucker.

Adults	15-18	12-15
Cinematically interesting	No	No

The Bridge—Allied Artists. Direction, Bernhard Wicki. A poignant, shattering portrayal of a group of sixteen-year-old German boys called up for military service during the last few weeks Hitler was in power, and their terrified, hysterical efforts to hold their village bridge. A well-intentioned officer hopes to keep them out of action by assigning them to guard it. Without knowing their troops are retreating, the determined boys hold their bridge against Allied tanks until all but one are killed. This impassioned, eloquently acted, and deeply felt drama is one of the most powerful indictments of war we are likely to see. (The author of the book from which the film was taken was one of Hitler's original "child soldiers.") Winner of innumerable international awards, as well as an Academy Award nomination for the best foreign film. Leading players: Volker Bohnet, Fritz Wepper.

Adults	15-18	12-15
Excellent	Yes, although not for the overly sensitive	

Ferry to Hong Kong—20th Century-Fox. Direction, Lewis Gilbert. Curt Jurgens, as the black sheep of a good Viennese family, displeases not only Hong Kong authorities but the police of Portuguese Macao, whence the Chinese are trying to extradite him. When neither city will accept him, the harassed captain of a picturesque old ferryboat is forced to grant him a home on deck, to which a friendly crew soon adds tattered and rickety furnishings. The plot is interesting but is unconvincing on either a comic or a serious level. Leading players: Curt Jurgens, Orson Welles, Sylvia Syms.

Adults	15-18	12-15
Matter of taste	Matter of taste	Mature

Five Golden Hours—Columbia. Direction, Mario Zampi. A handsomely decked-out farce that relies on plot ramifications rather than wit to keep its audience in good humor. In an Italian resort town a professional pallbearer (Ernie Kovacs) makes sure that wealthy, newly bereaved widows never lack for attention during the difficult weeks after the funeral. He meets his match in the glamorous, widowed Baroness Sandra (played rather woodenly by Cyd Charisse), with whom he falls in love. Some of the minor characters, notably George Sanders and Kay Hammond, enact their roles with gusto and a broad style suitable to the farcical mood of the film. Mr. Kovacs is very funny at times. Leading players: Ernie Kovacs, Cyd Charisse, George Sanders, Kay Hammond.

Adults	15-18	12-15
Matter of taste	Matter of taste	Poor

Follow a Star—J. Arthur Rank Production. A stupid English slapstick comedy. The plot, like that of many Dean Martin-Jerry Lewis pictures, features the amiable underdog with a heart of gold. In this case he has also a voice of gold, which an unscrupulous music-hall star tapes as his own. Mechanical, loud, and unfunny. Leading players: Norman Wisdom, June Laverick.

Adults	15-18	12-15
Low music-hall type of farce	Poor	Poor

The Gambler Wore a Gun—United Artists. Direction, Edward L. Cahn. A professional gambler is unable to take possession of a ranch that he has bought by mail until he has uncovered and overcome a band of rustlers and blackmailers. A strictly mechanical western. Leading players: James Davis, Mary Anders.

Adults	15-18	12-15
Poor	Poor	Poor

Hippodrome—Continental. Direction, Arthur Maria Rabenalt. The chief attractions in this European variety-show circus are

the continental settings and flavor. The circus departs from Vienna to tour the countryside. There is a certain theatrical attraction in the twinkling lights, the clear, glowing color of the ballet and animal acts, and the tinkling music. The accompanying story of a career girl "on the make" is sordid. Leading players: Gerhard Riedman, Margit Nünke.

Adults	15-18	12-15
Matter of taste	Mature	No

The Last Sunset—Universal-International. Direction, Robert Aldrich. This serious adult western, with some effort at characterization, describes the journey of a small group of people from Aguascalientes, Mexico, to Texas not long after the Civil War. To herd their cattle, rancher Joseph Cotten has hired Kirk Douglas, a gunslinger hiding from a murder charge, and Rock Hudson, a trail boss who has sworn to bring Douglas to justice in the United States. The events of the exciting trek culminate in a curious surprise ending that makes the picture unsuitable for children and young teen-agers. Leading players: Kirk Douglas, Joseph Cotten, Dorothy Malone, Rock Hudson.

Adults	15-18	12-15
Matter of taste	Mature	No

Master of the World—American-International. Direction, William Whitney. This handsomely produced science-fiction melodrama is based on two of Jules Verne's stories. To investigate a mysterious red light, a quake, and a warning voice that came from a Pennsylvania mountain (the time is 1848) the U.S. Department of the Interior hires an eminent balloonist, who is also a wealthy arms manufacturer, to fly over the area with a government agent. Likewise in the party are the magnate's pretty daughter and her fiancé. Their balloon is shot down, and they wake to find themselves upon a mysterious spaceship, *The Albatross*. The courteous though half-mad captain is bent on only one thing: the destruction of war by destroying all war materials. The story may be a bit puzzling for children, but they will enjoy the fascinating airship. Leading players: Vincent Price, Charles Bronson, Mary Webster.

Adults	15-18	12-15
Matter of taste	Handsome visual effects	Yes

Mein Kampf—Columbia. A documentary film about Hitler and his grotesque, ghastly epoch has been assembled from clips of German films by the German-born Swedish film maker Erwin Leiser, and produced by the Swede, Tore Sjöberg. Beginning with Hitler's failures as a youth and his quick, surprising rise in politics, the picture illustrates his insane, impassioned leadership and develops the story of World War II. Included are horrifying shots, never before released, of the Warsaw ghetto and concentration camps. A scholarly approach and a precise and objective commentary heighten the impact of this record of a nightmare era.

Adults	15-18	12-15
Good presentation	Mature	No

The Pleasure of Your Company—Paramount. Direction, George Seaton. This deftly concocted comedy of manners deals lightly with the bittersweet aspects of male-female relations in the world of multiple-marriage society. A charming, pleasure-seeking father (divorced) returns home for his daughter's wedding. The daughter develops an attachment for her rediscovered father, and his exploitation of her affection nearly brings disaster. Lilli Palmer is delightful as the happily remarried mother of the bride, but Fred Astaire, for all his charm, does not quite carry enough weight. Leading players: Lilli Palmer, Fred Astaire, Debbie Reynolds, Tab Hunter.

Adults	15-18	12-15
An airy trifle	Airy	Mature

Portrait of a Mobster—Warner Brothers. Direction, Joseph Pevney. With a kind of grim, understated pomp and circumstance the story of Dutch Schultz, one-time great of the New York City underworld, rolls across the screen, and with it scenes of many venal and sordid practices of the bootlegging era. Leading players: Ray Danton, Vic Morrow.

Adults	15-18	12-15
Matter of taste	Poor	No

Return to Peyton Place—20th Century-Fox. Direction, José Ferrer. An uncomfortably phony picture, slick and handsome on the surface but as hollow beneath as the skeletons it rattles. A youthful writer (Carol Lynley) has her novel tentatively accepted by a New York publisher (Jeff Chandler). He asserts, however, that she has left out the "truth" in her story and insists that she dig out all the skeletons in her town. The picture ends in a rousing New England town meeting. The publisher's tactics are vindicated, and the high school principal (Carol's stepfather) may keep *Peyton Place* on the school library shelves. Leading players: Carol Lynley, Jeff Chandler.

Adults	15-18	12-15
Matter of taste	Shabby	Shabby

Saturday Night—And Sunday Morning—Continental Distributing Company. Direction, Karel Reisz. Arthur, a young factory worker with the wild blood of English adventurers in his veins, lives in the dingy environs of an English factory town where conformity is the rule and where even excellence on the job is frowned upon. He finds outlet for his energies through Peck's *Bad Boy* tricks, such as putting a live frog on a girl's luncheon plate in the factory, or through courting danger in an affair with a married woman. Albert Finney plays Arthur, whose rough, forceful, yet winning personality and sincere acting add a special attraction to this fresh, well-acted British film. Leading players: Albert Finney, Shirley Anne Field.

Adults	15-18	12-15
Well-acted British film	Mature	No

They Were Ten—George Schwartz and Arthur Sachson. Direction, Bartich Diener. This story of a Kibbutz settlement in Israel in 1886 is simple and sincerely moving. Based on a true experience, the film describes the struggles of a group of Russian exiles, including a young married couple, to found a village in an arid, desolate part of Palestine. Well acted and directed. Leading players: Ninette, Oded Toomi, Leo Filler.

Adults	15-18	12-15
Good	Good	Good

The Warrior Empress—Columbia. Direction, Pietro Francisci. Ruthlessly the Italian spectacle-film makers reach for the fabled heroes, artists, and adventurers of classic history; cut them down to comic-book size; dress them in current burlesque-show styles; and surround them with crude, wooden melodrama. Here it is the peerless Sappho—poet, priestess, and king's daughter—who suffers. Leading players: Tina Louise, Kerwin Mathews.

Adults	15-18	12-15
Poor	Poor	Poor

MOTION PICTURES PREVIOUSLY REVIEWED

Family

The Absent-minded Professor—A laughter-filled Disney fantasy-comedy about a Model T Ford that tours the skyways. April.

Days of Thrills and Laughter—Lively excerpts from early films—farces and melodramas. May.

The King and I—This remake of the popular musical play should bring pleasure to audiences old and new. May.

Misty—The film translation of Marguerite Henry's *Misty of Chincoteague* will prove an enjoyable experience. March.

Mysteries of the Deep—Weirdly beautiful and absorbing vignettes of undersea life. May.

Police Dog Story—An appealing police dog in an unappealing police story. April.

Serengeti Shall Not Die—A sincere and interesting presentation of African wild life by two scientists, father and son. May.

The Teacher and the Miracle—Unpretentious, gentle picture of an Italian teacher who loses his son and is miraculously comforted. May.

The Tumboy and the Champ—Entertaining though rather weak story of a tomboyish girl and her Black Angus calf. March.

The Trapp Family Singers—Viennese sugar-and-spice version of the famous Trapp Singers' story. May.

Wings of Chance—A Canadian bush pilot downed in the wilderness befriends a family of geese, who in turn do him a favor. April.

Adults and Young People

All Hands on Deck—A regulation navy farce with Buddy Hackett as an Indian gob who smuggles his pet turkey on board ship. May.

All in a Night's Work—Shirley MacLaine's considerable comic talents transform a silly and rather obviously sophisticated story into a frequently engaging farce. March.

Ballet of a Soldier—A beautiful, lyrical film expressing the delicacy of young love in a war setting. March.

Black Sunday—Nikolai Gogol's eerie tale receives conventional horror-film treatment. April.

Bloody for Robbery—Well-made crime melodrama based on the notorious Brink's robbery in Boston. March.

Breathless—French lacquer brilliantly applied to an old subject—the amoral, pathetic movie criminal. April.

The Canadians—A colorful tale about the early Royal Canadian Mounted Police. April.

Cannys in Flames—Routine, bloody spectacle film. March.

Circle of Deception—Singularly unpleasant if thought-provoking espionage melodrama. March.

Cry for Happy—Routine G.I.-esque comedy. March.

The Curse of the Werewolf—A lurid Dr. Jekyll-Mr. Hyde historical thriller laid in Spain. May.

Das Quixote—Sensitive, beautiful drama based on Cervantes' great classic. March.

A Fever in the Blood—A suspenseful though second-rate crime and politics melodrama. March.

The Finest Heart—A covered-wagon western transferred to Africa. May.

Foxhole in Cairo—Second-rate World War II espionage melodrama. April.

Frontier Uprising—A run-of-the-mill western based on Mexico's efforts to keep the Yankees out of Mexican-owned California. March.

Gidget Goes Hawaiian—Glorified banality. May.

Gold of the Seven Saints—Another western variation on the theme of greed for gold. March.

Go Naked in the World—Crude, tasteless melodrama about a twentieth-century Camille. April.

Gorge—Routine prehistoric-monster thriller. March.

The Green Helmet—Exciting European race-track melodrama. April.

Homicidal—Poorly constructed psychological thriller that would be ridiculous if it weren't so unpleasant. May.

Homo Is the Hero—Beautifully directed and acted Irish drama. March.

The Hoodlum Priest—Sincere, moving story of a Jesuit priest's work in the St. Louis slums; based on the life of Father Charles Dismas Clark. April.

League of Gentlemen—A bright, entertaining British farce about a group of attractive rogues who decide to use their military skill to rob a bank. March.

Left, Right, and Center—Carefully plotted nonsense about a British election campaign, some of it funny. April.

The Little Shepherd of Kingdom Come—Remake of a folksy, sentimental, turn-of-the-century best seller. March.

The Long Rope—A routine western. April.

Love and the Frenchwoman—A package of seven sophisticated, somewhat pallid tales showing the Frenchwoman in love at various ages. May.

The Marriage-Go-Round—A plush farce about the machinations of the eugenics-minded daughter of a Nobel Prize winner. March.

A Matter of Morals—Long-drawn-out, inept melodrama about a man of evil and how he affects the people around him. May.

The Millionaire—Uneven but elaborate and colorful farce based on Shaw's play. March.

The Mists—Playwright Arthur Miller's ambitious first film does not quite come off. April.

Ole Rex—An amateurish little picture about a boy and his rattlesnake-killing dog. May.

One-Eyed Jacks—Within the traditional western framework, Director-Actor Marlon Brando expresses the romantic theme of evil, suffering, and redemption through love of a woman. April.

Operation Eichmann—An unimpressive cloak-and-dagger "quickie." May.

Question 7—A simple, sincere, well-made film about the problems of a courageous pastor in East Germany. March.

A Rat in the Sea—An excellent film version of a beautifully written, glowingly acted play. May.

Rue de Paris—A drearily plotted, mediocre film that hits a soap-opera level of suffering. March.

Savich—Trash, with undoubtedly the most meretriciously "enobling" three-handkerchief ending on record. April.

Secret Partner—Traditional British whodunit with the expected unexpected ending. May.

The Secret Ways—A hard-hitting espionage melodrama enhanced by some nightmarish, picturesque settings. May.

The Shadow of the Cat—A psychological suspense thriller in which a cat pursued by fear-crazed criminals remains plump and unperturbed to the end. May.

Sins of Youth—Hackneyed French story of a dominating mother, a weak son, and the shopgirl he wants to marry. March.

Sinister's Ridge—The actions of a group of American fighting men just before the Korean cease-fire pose provocative questions, not too expertly. April.

Stop Me Before I Kill—Gloomy psychiatric melodrama. April.

Terror of the Tongue—A strictly synthetic, sensation-seeking thriller. April.

Two Loves—Laurence Harvey gives a brilliant performance in this film version of Sylvia Ashton Warner's *The Spinner*. April.

Two-Way Stretch—Better-than-average but not top English farce about the inspired antics of two convicts who take time off to commit a robbery. March.

Two Women—An adult and shattering story of an Italian peasant woman and her daughter during World War II, brilliantly directed by Vittorio de Sica. May.

Underworld—Routine gangster melodrama. April.

Visa to Canton—Improbable, mildly diverting espionage tale laid in Hong Kong. March.

The Young One—Powerful and unusual study of a northern Negro and the southerners with whom he seeks refuge. March.

The Young Savages—Sensational, hard-hitting journalistic melodrama about juvenile delinquency. May.

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When Parents Study Their Job

The Guide

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Techniques
for P.T.A.
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Groups

When parents study their job
a book that will help them
learn more about child growth and guidance
from the experts at Parents and Teachers
for Children's Education

Answers to all the questions that often bother parent-teacher discussion group leaders and P.T.A. members eager to learn—through the group process—more about child growth and guidance.

Here's a sampling of the queries answered clearly and expertly in this booklet:

- ★ How do you start a discussion group?
- ★ How can a P.T.A. find leaders for discussion groups?
- ★ Is it advisable to hire a professional parent educator as the group's leader?
- ★ How does the leader handle difficult people who monopolize discussion or distract the group?
- ★ What does a group do if it can find no answer or solution to problems that have been raised?
- ★ What are some good group rules for discussion?
- ★ What can state and national Congress provide for discussion groups?
- ★ What's the best way to use the services of a resource person?

The

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